

## Consolidated Federal Programs Data Inventory

**LEA: Washington Central UUSD**

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### Background

Per requirements in the Every Student Succeeds Act and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Program (CFP) investments (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). In LEAs where schools operate Title I Schoolwide Programs, needs assessments must include school-level findings concerning the needs of students most at-risk to not meet state academic standards (ESEA 1114(b)(6)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs in developing cohesive and effective strategies for CFP fund use.

When completing the Data Inventory, LEAs will:

1. Consider the LEA's student outcomes data.
2. Identify specific LEA needs to inform CFP investment decisions.
3. Describe specific needs of schools operating Title I Schoolwide Programs.
4. Give assurance that all required stakeholders were consulted when planning.

### Part 1: Consider Student Outcomes Data

**Instructions:** LEAs should begin the process of determining needs by considering strengths, weaknesses, trends, and disparities revealed in student academic achievement data and student social, emotional, and physical wellbeing data. Since outcomes data is reviewed and described regularly by LEAs, including when drafting various plans required by the state, **LEAs are not required to submit this data as part of their Data Inventory.** It will be important, however, to refer to specific findings when completing Parts 2 and 3. Optional tables for summarizing outcomes findings can be found in Appendix B.

- Outcomes data representing historically marginalized student groups, including students from low-income families, students who are English learners, students who are homeless and students with disabilities should be considered.
- See Appendix A for possible sources of data.

### **What does academic achievement look like in our LEA?**

In 2018-2019 our students performed above the state average in literacy as measured by the SBAC. The exception was Grade 8, where 52% of our students achieved at or above proficiency versus 53% of students at the state level. Details are included in the Literacy SLO Presentation presented to the school board in March 2021.

In 2018-2019 our students performed above the state average in math as measured by the SBAC in Grades 3,6, and 7. Our students performed below the state average in Grades 4,5,8, and 9. Details are included in the Math SLO Presentation presented to the school board in February 2021.

In a school board presentation on June 2, 2021, the superintendent presented longitudinal data that demonstrates significant and perpetual differences in performance between students who qualify for free or reduced lunch and students who do not and between students who qualify for Individualized Education Plans and students who do not. These differences exist across multiple measures, including statewide assessments and local assessments such as Star 360 Reading and Math, the Benchmark Assessment System for literacy, and the i-Ready math diagnostic assessment.

Local and statewide sources of data were analyzed as part of the Continuous Improvement Planning process in February and March 2020 and again during Phase One of our Recovery Planning process in the Spring 2021.

Local and statewide sources of data were analyzed as part of the Continuous Improvement Planning process in May 2022. In almost all grade levels in literacy and in math, Washington Central students performed above the state performance. However, there remain significant differences in performance among students who qualify for free or reduced lunch and those who do not and students who are on IEPs and students who are not. Details can be found in the CIP Data for CNA slideshow that was developed in May 2022 and shared with teachers, school board members, administrators, and community members as part of the Continuous Improvement Planning process in May and June 2022.

Doty Memorial School has been identified as a school in need of comprehensive supports. Berlin Elementary, Calais

Elementary, East Montpelier Elementary, Rumney Memorial, U-32 Middle/High, and WCUUSD have been identified as Equity 1 schools (Berlin and Calais for FRL, the other schools and LEA for historically marginalized).

In April 2023 the district shared a monitoring report with the school board based on student performance on the i-Ready math diagnostic and the i-Ready reading diagnostic. As has been the case in Washington Central for years across multiple assessments, student proficiency levels were higher in reading than they were in math, and significant differences in performance exist between students who qualify for free and reduced lunch and students who don't and students who have IEPs and students who don't.

In May 2023 a report about post-secondary outcomes was shared with the school board. The most recent AOE graduation rate data for 2020-2021 was shared with the board. U-32's 4-year graduation rate in 2020-2021 was 77.1%, below the statewide rate of 83.1%.

### **What does student social, emotional, and physical health look like in our LEA?**

As indicated in Phases One and Two of our Recovery Plan (Spring 2021), we have seen a significant increase in students who are accessing school counselor services, especially in the elementary and middle schools. An analysis of student performance in PE outcomes as measured by report card data from January 2020 and January 2021 did not indicate major concerns in student performance. Student participation in co-/extra-curricular athletics was impacted by the pandemic in 2021-2022.

As part of Phase Three of our Recovery Plan (Spring 2022) and Continuous Improvement Planning (Spring 2022), we analyzed student behaviors. We have seen an increase in student behavior. In PreK-6, the highest incidents are reported as "behavior" and "physical aggression." In Grades 7-12, the highest incidents are class cuts. It is important to note that U-32's 4-year graduation rate has been declining (90% in 2016-17, 90% in 2017-18, 82% in 2018-19, 84% in 2019-20, and 77% in 2020-21).

In May 2023 a report about post-secondary outcomes was shared with the school board. The most recent AOE graduation rate data for 2020-2021 was shared with the board. U-32's 4-year graduation rate in 2020-2021 was 77.1%, below the statewide rate of 83.1%.

## **Part 2: Identify Needs in Support of CFP Fund Use**

**Instructions:** Beginning with the student outcomes considered in Part 1, identify the LEA’s specific needs under the intents of Title IA, Title IIA and Title IVA by using other available measures (Appendix A). Specific LEA needs may have already been identified in the results of the VT MTSS Survey, through the Integrated Field Review process, during the development of a Covid-19 Recovery Plan, when undertaking Continuous Improvement Planning or other such processes. Utilizing these results when identifying needs is encouraged.

- Extensive analysis and raw data need not be included in narratives, but findings from specific measures should be described. Narratives that reference specific measures and results are more likely to support the approval of CFP investments.
- Please see Appendix A for possible sources of data, including demographic, process, and perceptions measures.

### **Needs of Students Most Academically At-Risk**

Key Question: Based on our data, what are the LEA’s needs in supporting students most at risk to not meet challenging state academic standards?

#### Literacy:

- An analysis of SBAC data over the past six years indicates a range of performance between 46-73% of students achieving proficiency across the grades in literacy.
- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not. In 2018-29 13% of students who qualify for FRL were proficient or above on the SBAC and 49% of students who do not qualify for FRL were proficient or above on the SBAC. In 2020-2021 13% of sixth graders who qualify for FRL were proficient or above on SBAC and 47% of students who do not qualify for FRL were proficient on SBAC. The sixth grade example is indicative of other grade levels.
- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not. In 2018-29 4% of students who qualify for IEPs were proficient or above on the SBAC and 57% of students who do not qualify for IEPs were proficient or above on the SBAC. In 2020-2021 3% of sixth graders who qualify for IEPs were proficient or above on SBAC and 57% of students who do not qualify for IEPs were proficient on SBAC. The sixth grade example is indicative of other grade levels.
- An analysis of local assessment data over time reveals similar differences in performance among sub-groups.
- The percentage of students served by literacy interventionists varies across school. Per budget planning and leadership team meeting minutes, additional staff or time to serve more students is needed.
- From Phase One of our Recovery Plan, Spring 2021: (1) Revise and actualize the Effective Practices in Literacy tool with all teachers, administrators, and students of literacy. (2) Hire more instructional coaches to increase access to job-embedded

professional learning.

- An analysis of Winter 2023 performance data on i-Ready reading diagnostic indicates significant differences in performance between historically marginalized and historically privileged groups. Approximately 60% of students were achieving the typical growth winter benchmark.
- The most recently available 4-year graduation rate data for 2020-2021 indicates that U-32's graduation rate is lower than the state average.

Math:

- An analysis of SBAC data over the past five years indicates a range of performance between 22-59% of students achieving proficiency across the grades in math.
- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not. In 2018-19 7% of students who qualify for FRL were proficient or above on the SBAC and 33% of students who do not qualify for FRL were proficient or above on the SBAC. In 2020-2021 7% of sixth graders who qualify for FRL were proficient or above on SBAC and 37% of students who do not qualify for FRL were proficient on SBAC. The sixth grade example is indicative of other grade levels.
- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not. In 2018-19 1% of students who qualify for IEPs were proficient or above on the SBAC and 38% of students who do not qualify for IEPs were proficient or above on the SBAC. In 2020-2021 1% of sixth graders who qualify for IEPs were proficient or above on SBAC and 42% of students who do not qualify for IEPs were proficient on SBAC. The sixth grade example is indicative of other grade levels.
- An analysis of local assessment data over time reveals similar differences in performance among sub groups.
- The percentage of students served by math interventionists varies across school. Per budget planning and leadership team meeting minutes, additional staff or time to serve more students is needed.
- From Phase One of our Recovery Plan, Spring 2021: (1) Actualize the Effective Practices in Math tool with all teachers, administrators, and students of mathematics. (2) Hire more instructional coaches to increase access to job-embedded professional learning.
- From June 2022 Continuous Improvement Plan: We will reduce the difference in math performance between historically marginalized students and historically privileged students on local and statewide assessments by 10% and we will increase the overall percentage of students who are proficient by 10%.
- An analysis of Winter 2023 performance data on i-Ready math diagnostic indicates significant differences in performance between historically marginalized and historically privileged groups. Approximately 45% of students were achieving the typical growth winter benchmark.

- The most recently available 4-year graduation rate data for 2020-2021 indicates that U-32's graduation rate is lower than the state average.

#### Curriculum Management Review

- WCUUSD participated in a Curriculum Management Review in January-February 2021 led by Curriculum Management Solutions, Inc. The comprehensive review focused on literacy, math, science, and global citizenship and included document review, a review of student assignments, surveys to teachers, administrators, and caregivers, interviews with teachers, administrators and caregivers, and classroom observations.
- Key findings and recommendations were presented to the school board on June 2, 2021. The superintendent sent an email to all staff and families inviting them to attend the presentation.
- Key findings include: (1) The scope of the written curriculum is complete, but the quality and use of the written curriculum are insufficient to provide direction for planning, teaching, and learning to ensure alignment of the written, taught, and assessed curriculum. (2) Most reviewed student artifacts were on grade level, but a substantial proportion of elementary artifacts did not fully align to the content of the district performance indicators. Artifacts generally were on low cognitive demand and employed less engaging, traditional classroom contexts. (3) The implementation of the professional development program and curriculum monitoring are not sufficiently coordinated nor effective in improving the delivery of the curriculum for high student achievement. Classroom visitations revealed instructional practices that are not consistently congruent with district expectations, geared toward low level of cognition, and lacking in differentiation strategies. Inconsistent access to curriculum and resources have been reported in the district; however, no systemic plan is in place to address issues of equity and equality. (4) Teachers utilize student assessment data to inform decision-making at the classroom level. The district as a whole is lacking a systemic process of program evaluation for the implementation, continuation, or termination of programs. (5) Enhance the existing professional learning plan; align to review criteria. (6) Link professional development to district priorities, effective instructional practices, and rigorous student activities. (7) Monitor results of professional development efforts in terms of changed teaching and its impact on student learning. (8) Use student assessment data to make informed decisions about curriculum effectiveness.
- Some key recommendations include: (1) Design/revise K-12 curriculum for all subject areas for content, context, and cognition type.
- (2) District wide expectations for instructional resources. (3) Develop expectations for instructional models that align with district goals. (4) Strengthen and develop unity in monitoring practices of curriculum and instruction.

#### Integrated Field Review

- Washington Central UUSD participated in an AOE Integrated Field Review in Fall 2019.
- Recommendations related to Academic Proficiency include : (1) WCUUSD should work on defining the transferable skills proficiencies and completing proficiency scales. (2) WCUUSD should work on a communication plan to explain the proficiencies and build support/buy in for the system.
- Recommendation related to Safe Healthy Schools: (1) WCUUSD is encouraged to work further on developing consistent Multi-Tiered System of Support objectives and resources for meeting the needs of all students.
- Recommendation related to Investment Priorities: (1) WCUUSD should take advantage of the recent merger as an opportunity to ensure there is equitable distribution of resources between schools.

The WCUUSD school board monitors student learning outcome data on an ongoing basis at least twice each year. In Spring 2023 the Education Quality Committee, a subcommittee of the full school board, established a monitoring calendar to monitor student progress three times each year (fall, winter, spring data) and post-secondary outcomes annually. The results are integrally tied to the budget process, including local funds, state funds, and federal funds (e.g., CFP, ARP ESSER, IDEA). Principals engage their staffs in data analyses after each assessment window (fall, winter, spring), report data trends to families, and ensure that teachers share assessment data with families throughout the school year.

### **Parent and Family Engagement Needs**

Key Question: Based on our data, what do our parents and families need to become more informed and involved partners?

Integrated Field Review:

- Washington Central UUSD participated in an AOE Integrated Field Review in Fall 2019.
- Recommendation related to Academic Proficiency: (1) WCUUSD should work on a communication plan to explain the proficiencies and build support/buy in for the system.
- Commendation related to Personalization: (1) In WCUUSD there is a prosocial environment and commitment to the relationship between staff, students, families, and their schools.
- Recommendation related to Personalization: (1) WCUUSD should continue to explore ways to improve Personalized Learning Plans, specifically working towards making the experience more of a process rather than just a product. (2) WCUUSD should explore additional ways and opportunities to communicate their personalization process to stakeholders to continue to increase understanding.
- Recommendation related to Investment Priorities: (1) WCUUSD should consider examining communication practices within all schools to ensure students, parents, and other stakeholders are receiving the same level of information.

### **Needs of Students Experiencing Homelessness**

Key Question: Based on our data, what unique needs of students experiencing homelessness are prevalent in the LEA?

- Our VCRHYP's 2020 Precariously Housed Youth Count was 12 students.
- Our count of the number of students experiencing homelessness was 24 as of May 16, 2022.
- Our students' most significant need is transportation (excess costs). We provided transportation to 7 students (4 families) so that they can attend their schools of origin.
- During the 2021-2022 school year WCUUSD had hoped to work with a VISTA volunteer to examine and improve our systems and supports for students and families who are experiencing homelessness. In the end, due to the pandemic, we were unable to secure a VISTA volunteer.
- Our count of the number of students experiencing homelessness was 33 as of June 9, 2023. Our students' most significant need continues to be transportation (excess costs).

### **Needs of English Learners**

Key Question: Based on our data, what do our students who are English Learners need to meet state academic standards and to improve English proficiency?

WCUUSD employs an ELL teacher at 0.8 FTE to support the needs of our English Learners as they access grade level content.

### **Well-Rounded Education Needs**

Key Question: Based on our data, what are the LEA's needs around increasing access to well-rounded educational opportunities beyond core offerings?

Integrated Field Review:

- Washington Central UUSD participated in an AOE Integrated Field Review in Fall 2019.
- Recommendation regarding Academic Proficiency: (1) WCUUSD should work on defining the transferable skills proficiencies and completing proficiency scales.
- Commendation regarding Personalization: (1) In WCUUSD there is a lot of opportunity for students in the district, particularly around courses and Flexible Pathways.

Recommendation regarding Personalization: (1) WCUUSD should continue to explore ways to improve Personalized Learning Plans, specifically working towards making the experience more a process rather than just a process.

Phase One of Recovery Plan, Spring 2021: Based on an analysis of disaggregated academic data:

- Encourage robust and representative teacher attendance at Curriculum Camp to design units of study and/or projects that center our standards, transferable skills, universal design for learning, trauma-informed practice, and culturally responsive teaching.
- Carefully examine 11th and 12th grade student PBGR data to see if the data shows that students are on track based on previous years' data and make plans to respond to data as necessary.

Phase Two of Recovery Plan, Spring 2021: Specific activities related to Academic Achievement and Success include:

- Provide professional learning opportunities in the areas of differentiation, universal design for learning, and principles of Multi-Layered Systems of Support.
- Hire additional instructional coaches to support teacher growth in the area of effective instructional strategies.
- Provide professional learning regarding the use of quick data points to drive both general and supplemental instruction.
- Create regular opportunities for teachers to examine and respond to multiple sources of student data.
- Continue to offer flexible pathways for high school students to achieve proficiency in our standards, including remote learning options.

Comprehensive Needs Assessment, Spring 2022:

- U-32 declining 4-year graduation rate. 90% (2016-17), 90% (2017-18), 82% (2018-19), 84% (2019-20), 77% (2020-21).

Other:

- In July 2018 Washington Central hosted a World Peace Game master class to train teachers to facilitate the World Peace Game, an experiential learning opportunity for students designed to increase student learning outcomes in global citizenship and transferable skills. Beginning in the 2018-2019 school year the World Peace Game has become a vital component of the seventh grade global citizenship curriculum and is offered universally to seventh graders (with a disruption due to COVID). Since then a few of the trained facilitators have left the district and we now have a need to train two new staff members in order to continue to offer this vital learning experience to all seventh graders.

### **Safe and Healthy Student Needs**

Key Question: Based on our data, what do our students need to support their social, emotional and physical well-being and to improve conditions for learning?

Phase One of Recovery Plan, Spring 2021: Based on an analysis of behavior data, Youth Risk Behavior Survey data, attendance data, and disaggregated academic data:

- Revitalize our commitment to and implement school-wide behavioral supports.
- Provide preventative health instruction at all levels.
- Examine and revise our comprehensive health education framework.
- Provide instructional coaching related to social emotional learning and behavior.
- Consider hiring a home school coordinator to support families.
- Encourage robust and representative teacher attendance at Curriculum Camp to design units of study and/or projects that center our standards, transferable skills, universal design for learning, trauma-informed practice, and culturally responsive teaching.

Comprehensive Needs Assessment, Spring 2022:

- Increase in number of behavior incidents by student Grades PreK-12
- Grades PreK-6 highest incidents include physical aggression, behavior, and defiance
- Grades 7-12 highest incidents include class cuts, behavior, and bus incidents

### **Effective Use of Technology Needs**

Key Questions: Based on our data, what training and resources do staff need to effectively incorporate technology into instruction and to increase the digital literacy of students?

WCUUSD adopted a Learning Management System in August 2020. Teacher and caregiver survey results from Spring 2021 indicate a continued need to optimize the learning management system in order to leverage learning opportunities for both students and teachers and to support collaboration within and across schools.

A survey of U-32 professional staff in Spring 2022 indicates that 58% of respondents use Canvas, our Learning Management System, every day. 27% of respondents indicate that they use the Learning Management System a few times per week. The most common uses are to distribute course readings and to track and post student performance. Qualitatively, respondents indicate a need to further explore the interfaces of the Learning Management System and the Student Information System. Some respondents report some frustration with Canvas versus Google Classroom; others express satisfaction with Canvas.

WCUUSD invested significant funds in obtaining tablet devices during the pandemic for our youngest students, and WCUUSD provides 1:1 Chromebooks in Grades 3-12.

Anecdotally, some members of the school community express concerns about the use of technology in students' lives, cybersecurity, and social media usage.

### **Professional Development Needs**

Key Question: Based on our data, what training do staff members need to support them in improving student outcomes?

Based on an analysis of behavior data, YRBS data, and academic data, staff members need training in the following areas articulated in our Recovery Plan:

- Social emotional learning
- School wide behavioral supports such as Responsive Classroom, Restorative Practices, and Positive Behavior Interventions and Supports
- Differentiated instruction
- Effective instructional practices
- Universal design for learning
- Culturally responsive teaching
- Flexible pathways
- Personalization
- Assessment practices
- MLSS
- Trauma informed practices
- Title IX
- Hazing, harassment, and bullying

### **Staff Recruitment, Retention and Evaluation Needs**

Key Questions: Based on our data, what needs exist concerning the recruitment and retention of high-quality staff? Is the LEA's mentoring program adequately supporting new staff? Is the educator supervision and evaluation model timely, relevant, reflective, and comprehensive enough to support staff growth?

In order to create a coherent and cohesive teaching mentoring program across our six schools, mentor coordinators work together to systematically support teacher mentors and mentees.

As mentioned in a previous section, due to staff attrition we have a need to provide World Peace Game training to two new staff members in order to offer the learning experience to all seventh graders in 2023-2024 and beyond.

### Part 3: Title I Part A Schoolwide Program (SWP) Planning

Under ESSA, for each school that operates a Title I Schoolwide Program (SWP), a plan must be developed that assesses school needs and describes strategies that will be implemented, including how strategies will:

- provide opportunities for all children, including each accountability subgroup, to meet state standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting Vermont’s challenging academic standards (ESEA Section 1114(b)(7)(A)).

**Instructions:** For each school that will operate a Schoolwide Program, please describe its assessed needs in supporting all students to meet state academic standards, particularly those students most at-risk.

- These needs may be largely duplicative of needs identified in the LEA’s “Needs of Student Most Academically At-Risk” narrative, above, but should include additional school-specific findings.
- As above, relevant findings may have already been uncovered through other tools or in the development of other plans. LEAs are encouraged to include these results below.

SWP School	Needs of Students Most Academically At-Risk
Berlin	Identified as Equity 1 school due to FRL  Literacy:

	<ul style="list-style-type: none"> <li>● An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.</li> <li>● An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.</li> <li>● An analysis of local assessment data over time reveals similar differences in performance among sub-groups.</li> <li>● In 2018-2019 64% of Berlin’s Grades 3-6 students were proficient or above as measured on the SBAC.</li> <li>● In 2020-2021 Berlin’s Grade 3-6 students performed below the district average as measured on the SBAC.</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>● An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.</li> <li>● An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.</li> <li>● An analysis of local assessment data over time reveals similar differences in performance among sub-groups.</li> <li>● In 2018-2019 41% of Berlin’s Grade 3-6 students were proficient or above as measured by the SBAC.</li> <li>● In 2020-2021 Berlin’s Grade 3-6 students performed below the district average as measured on the SBAC.</li> </ul> <p>SWP Strategies:</p> <ul style="list-style-type: none"> <li>● Berlin will continue to provide opportunities for students across subgroups to receive progressively targeted and intensified interventions in literacy and math in order to meet challenging statewide standards.</li> </ul> <p>Evaluation and Revision:</p> <ul style="list-style-type: none"> <li>● At least three times/year the school analyzes student performance data based on our local comprehensive assessment plan. During the 2022-2023 school year all interventionists and special educators received job-embedded training on data-based interventions and progress monitoring with the expectation that they will fully implement district wide expectations in 2023-2024 as part of a robust multi-layered system of support. Should the strategies articulated as part of the SWP be found not to be efficacious for students, the plan will be revised as part of the budget process based on analyses of data.</li> </ul>
<b>Calais</b>	<p>Identified as Equity 1 school due to FRL.</p> <p>Literacy:</p>

	<ul style="list-style-type: none"> <li>● An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.</li> <li>● An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.</li> <li>● An analysis of local assessment data over time reveals similar differences in performance among sub-groups.</li> <li>● In 2018-2019 61% of Calais’s Grades 3-6 students were proficient or above as measured on the SBAC.</li> <li>● In 2020-2021 Calais’s Grades 3-6 students performed just above the district average as measured on the SBAC.</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>● An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.</li> <li>● An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.</li> <li>● An analysis of local assessment data over time reveals similar differences in performance among sub-groups.</li> <li>● In 2018-2019 42% of Calais’s Grades 3-6 students were proficient or above as measured by the SBAC.</li> <li>● In 2020-2021 Calais’s Grades 3-6 students performed just below the district average as measured on the SBAC.</li> </ul> <p>SWP Strategies:</p> <ul style="list-style-type: none"> <li>● Calais will continue to provide opportunities for students across subgroups to receive progressively targeted and intensified interventions in literacy in order to meet challenging statewide standards.</li> </ul> <p>Evaluation and Revision:</p> <ul style="list-style-type: none"> <li>● At least three times/year the school analyzes student performance data based on our local comprehensive assessment plan. During the 2022-2023 school year all interventionists and special educators received job-embedded training on data-based interventions and progress monitoring with the expectation that they will fully implement district wide expectations in 2023-2024 as part of a robust multi-layered system of support. Should the strategies articulated as part of the SWP be found not to be efficacious for students, the plan will be revised as part of the budget process based on analyses of data.</li> </ul>
Doty	Identified as a school in need of comprehensive supports.

Literacy:

- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.
- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.
- An analysis of local assessment data over time reveals similar differences in performance among sub-groups.
- In 2018-2019 50% of Doty's Grades 3-6 students were proficient or above as measured on the SBAC.
- In 2020-2021 Doty's Grades 3-6 students were the lowest performing students in the district, performing significantly below the district average.

Math:

- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.
- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.
- An analysis of local assessment data over time reveals similar differences in performance among sub-groups.
- In 2018-2019 37% of Doty's Grades 3-6 students were proficient or above as measured by the SBAC.
- In 2020-2021 Doty's Grades 3-6 students were the lowest performing students in the district, performing significantly below the district average.

SWP Strategies:

- Doty will continue to provide opportunities for students across subgroups to receive progressively targeted and intensified interventions in literacy and math in order to meet challenging statewide standards.

Evaluation and Revision:

- At least three times/year the school analyzes student performance data based on our local comprehensive assessment plan. During the 2022-2023 school year all interventionists and special educators received job-embedded training on data-based interventions and progress monitoring with the expectation that they will fully implement district wide expectations in 2023-2024 as part of a robust multi-layered system of support. Should the strategies articulated as part of the SWP be found not to be efficacious for students, the plan will be revised as part of the budget process based on analyses of data.

U-32

Identified as Equity 1 school due to Historically Marginalized.

Declining 4-year graduation rate. The 2020-21 4-year graduation rate was 77%, down from 90% 4 years prior.

Literacy:

- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.
- An analysis of SBAC data in literacy over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.
- An analysis of local assessment data over time reveals similar differences in performance among sub-groups.
- In 2020-2021 the percentage of students who were proficient or above as measured by the SBAC in Grades 7, 8, and 9 was 60%, 49 %, and 64%, respectively.

Math:

- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for FRL and students who do not.
- An analysis of SBAC data in math over the past five years indicates a significant difference in performance between students who qualify for IEPs and students who do not.
- An analysis of local assessment data over time reveals similar differences in performance among sub-groups.
- In 2020-2021 the percentage of students who were proficient or above as measured by the SBAC in Grades 7, 8, and 9 was 42%, 39 %, and 36%, respectively.

SWP Strategies:

- U-32 will continue to provide opportunities for students across subgroups to receive progressively targeted and intensified interventions through the Restorative In School Experience in order to increase the 4-year graduation rate.

Evaluation and Revision:

- At least three times/year the school analyzes student performance data based on our local comprehensive assessment plan. During the 2023-2024 school year all interventionists and special educators will receive job-embedded training on data-based interventions and progress monitoring with the expectation that they will fully implement district wide expectations as part of a robust multi-layered system of support. Further,

	personnel at U-32 routinely monitor student achievement, attendance, and behavior data related to high school graduation and tailor the caseload of the Restorative In School Experience coordinator accordingly in order to support students who are most at risk of failing to meet graduation requirements. Should the strategies articulated as part of the SWP be found not to be efficacious for students, the plan will be revised as part of the budget process based on analyses of data.
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## Part 4: Stakeholder Involvement

### **Stakeholders Involved: Title II Part A and Title IV Part A**

During the design and development of its Title II Part A and Title IV Part A grant applications, the LEA must engage in consultation with stakeholders including parents, teachers, school leaders, students, community organizations, government representatives, and others with relevant and demonstrated expertise ((ESEA 2102(b)(3)(A); ESEA 4106(c)(1)). **The nature of this consultation is not prescribed in statute, and LEAs are encouraged to prioritize practicality in their approaches to gathering input.**

The LEA assures that meaningful consultation occurred with all stakeholders in the development of its Title II Part A and Title IV Part A grant application and will provide documentation of consultation upon SEA request.

### **Stakeholders Involved: Title I Part A Schoolwide Programs**

Schools operating Title I Part A Schoolwide Programs must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). **The nature of this consultation is not prescribed in statute, and LEAs are encouraged to prioritize practicality in their approaches to gathering input.**

X For each school that will operate a Title I Part A Schoolwide Program during the coming school year, the LEA assures that consultation occurred with a broad range of stakeholders, including parents, school staff, and others in the community when completing the Data Inventory and will provide documentation of consultation upon request; OR

No schools will operate a Title I Part A Schoolwide Program during the coming school year.

Other:

The Schoolwide Plans are posted on the district website. If a language translation or other accommodation needs to be made, please contact Jennifer Miller-Arsenault at [jmillerarsenault@u32.org](mailto:jmillerarsenault@u32.org).

The plan was developed in coordination and integration with other federal, state, and local services, resources, and programs as required under ESEA Section 111 (d) as appropriate and applicable.

This plan is in effect for the 2023-2024 school year. This plan will be monitored as part of the school board's student learning outcomes monitoring cycle and budgeting activities to ensure that the plan is based on student needs and is providing opportunities for all students to meet challenging state academic standards.

## Appendix A: Sources of Data

### Student Outcomes

- State assessments
- Local assessments
- Formative measures
- Grades/Proficiency
- Graduation rate
- Dropout rate
- Student portfolio measures
- College readiness measures
- Career readiness measures
- School climate surveys
- Student health data
- Physical education data
- Nurse referrals
- Counselor referrals
- Kindergarten readiness
- EST data
- Behavior data
- Exclusionary discipline practices
- Youth Risk Behavior Survey data
- English Proficiency data

### Demographic

- School enrollment
- Attendance
- Transience
- Homelessness
- Migrant status
- Socio-economic status
- Age
- Grade
- Gender
- Race
- Ethnicity
- Language
- Disability
- Staff characteristics
- Parent profiles

### Perceptions

- Interviews
- Focus groups
- Questionnaires
- Surveys
- Communication records
- Meeting notes

### School/LEA Process

- Assessment practices\*
  - Curriculum coordination\*
  - EST functioning\*
  - Professional development planning process\*
  - Instructional practices/walk-through data
  - VTmtss Survey
  - Integrated Field Review (IFR) report
  - Technology integration
  - Staff evaluations
  - Mentoring practices
  - Parent involvement rates
  - Leadership strategies
  - Data use and literacy
  - Scheduling practices
  - Planning practices
  - Hiring practices
  - Staff retention
  - Staff credentials
  - Staff vacancies
  - Continuous improvement practices
  - Professional learning outcomes
- \*Act 173 Rubric*

## Appendix B: Summary of Student Outcomes (Optional)

### **Student Academic Achievement Outcomes**

Key Question: What does academic achievement look like in our LEA?

<b>Measure</b>	<b>Summary of Findings (strengths, weaknesses, disparities, and trends)</b>

### **Student Social, Emotional and Physical Well-being Outcomes**

Key Question: What does student social, emotional, and physical health look like in our LEA?

<b>Measure</b>	<b>Summary of Findings (strengths, weaknesses, disparities, and trends)</b>