



Community Regional Charter School

Business Meeting of the CRCS Board

Date and Time

Monday May 15, 2023 at 5:30 PM EDT

Location

48 South Factory Street
Skowhegan, ME 04976

Members of the public are welcome to attend and observe these meetings but must be aware that although the meeting is held in public it is not a public meeting and therefore observers are not permitted to speak during the meeting itself, except during public comment.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		1 m
II. Public Comment			
III. Executive Director Reports			5:32 PM

	Purpose	Presenter	Time
A. Letters of Resignation Riley Teixeira, Ed-Tech II at Dimensions Academy	Vote	Travis Works	2 m
B. New Hires			
C. Enrollment	FYI	Travis Works	5 m
D. Update on Academic Performance Measures	FYI	Travis Works	5 m
IV. Other Communications			5:44 PM
Commission Updates			
A. CRCS meeting with MCSC	Discuss	Danielle Denis	7 m
<ul style="list-style-type: none"> • Training offering • CRCS presented NWEA and results in March. • Going back to School Performance Committee in June to check in on conditions of renewal <ul style="list-style-type: none"> ◦ Board member Epicenter training 			
V. Finance & Facilities			5:51 PM
A. Approve monthly performance and stability report Attached in documents section for board members	Vote	Jill Alves	
B. FY 24 Budget Discussion	Discuss	Danielle Denis	15 m
C. CRC2- Executive Change Bangor Payroll - Jill Alves replaced Linda Belanger as the business Manager and authorized representative for payroll and tax processing services.	Vote	Jill Alves	3 m
VI. Governance Committee			6:09 PM
A. Approve Minutes Approve minutes for Governance Committee Meeting - W/AGENDA on May 3, 2023	Approve Minutes	Tonya Arnold	3 m
B. Review the following policies with no changes	Vote	Tonya Arnold	5 m

	Purpose	Presenter	Time
IHBAA			
IHBAA-R			
JKE-R			
JKF			
JKF-R			
C. First reading of the following policies	Vote	Tonya Arnold	5 m
<ul style="list-style-type: none"> • GCSB - Employee Use of Social Media • GBIA - Staff Participation in Political Activities • ADF - School District Commitment to Learning Results 			

VII. Academic Excellence Committee

VIII. Executive Committee

IX. Other Business

6:22 PM

A. Vote to join Maine alliance of charter schools	Vote		3 m
B. Vote on the 23/24 CRCS school calendar	Vote		5 m
C. Title I school wide application for CCA and Overman	Discuss	Crystal Priest	3 m
D. Title I Schoolwide application for CCA and Overman	Vote		3 m

X. Executive Session

Vote to enter Executive Session to discuss Use of Property MRSA 405(6)(C)

XI. Executive Session

Vote to enter Executive Session to discuss Executive Director's Contract for FY24 pursuant to MSRA 405(6)(D)

XII. Vote on Executive Director Contract

XIII. Closing Items

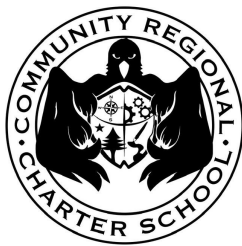
	Purpose	Presenter	Time
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: VI. Governance Committee
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Governance Committee Meeting - W/AGENDA on May 3, 2023

DRAFT



Community Regional Charter School

Minutes

Governance Committee Meeting - W/AGENDA

Date and Time

Wednesday May 3, 2023 at 1:00 PM

Committee Members Present

D. Denis, T. Arnold (remote)

Committee Members Absent

N. Reinholt

Guests Present

A. Savage, T. Works (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

T. Arnold called a meeting of the Governance Committee Committee of Community Regional Charter School to order on Wednesday May 3, 2023 at 1:05 PM.

II. New Policies

A. GCSB - Employee Use of Social Media

No feedback from CRCS Leadership Team

Discussion around professional social media account vs personal and having 2 accounts to keep things separated

Policy will go to the board meeting on May 15th for first reading.

B.

Status check on timing of GBIA and ADF to full Board

Still on track for first reading at May 15th board meeting.

III. Governance Committee

A. Board Self Assessment & Goals - Update

Danielle is working on a solid draft of the board handbook - willing to work for a few months with the new board chair to make sure everything is in place.

Need to look at recruiting some new board members - 1 possible member that Travis is getting paperwork too

B. Policy Audit - Update

Policies BHC, JLCD, and JLCD-R were previously enacted and no further action is necessary.

Policy BE was eliminated so no further action is required.

Policies JEA, JHB, JK, JKA, JKAA, JKAA-R, JKD, JKE, IHBA, JICIA, JICK, JLCB, and JLCC were previously enacted and no further action is necessary.

IV. Existing Policies

A. Verify whether Board reviewed without substantive change in APRIL the following:

The following policies need to go to the May board meeting for review with no change: IHBA, IHBA-R, JKE-R, JKF, and JKF-R.

B. Section I review for policies to remove, review or update

The following policies will be put through the Board of Directors at the July board meeting for elimination: IHB, IHBA-E, IHBAB, IHBAG, IHBAI, IHBAJ, IHBAK, IHBAM, IHBAQ, IBDF, IIB, IJNDC, IJNDC-E, IJOA, IJOAA, IJOC, IKA, IKB, and IMBD

The following policies will be tabled and looked at during the governance meeting in August: IHBAL-R, IHBEA, IMG, and IMGA

The following policy will be looked at during the 2024 school year for review and updating if necessary: IK

The following policy will be looked at during the 2025 school year for review and updating if necessary: IMBB

C. Review status of First Reading for revision of IGA and IMDC

Policies IGA and IMDC will go to July 17th board meeting for first reading.

D. Policies BCB and BCC

Policies BCB and BCC will be discussed during the the August 2023 Governance meeting

V. Closing Items

A.

Agenda Items for Next Month

As a Governance Committee we are to adjourn meetings until August 2023

B. Approve minutes from today's meeting

D. Denis made a motion to approve minutes from today's meeting.

T. Arnold seconded the motion.

The committee **VOTED** to approve the motion.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:04 PM.

Respectfully Submitted,

T. Arnold

Coversheet

Review the following policies with no changes

Section: VI. Governance Committee
Item: B. Review the following policies with no changes
Purpose: Vote
Submitted by:

Related Material:

JKF_Disciplinary Removal of Students with Disabilities (no changes 2021)-2.pdf
JKF-R_Disciplinary Removal of Students with Disabilities Administrative Procedure-2.pdf
IHBAAR_Referral and use of General Education Interventions-2.pdf
IHBAAR_Referral Procedures and General Education Interventions-2.pdf
JKE-R_Expulsion of Students Guidelines (no changes 2021)-2.pdf

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of CRCS to comply fully with all applicable state and federal special education laws that govern such removals.

The Executive Director, in consultation with the Principal and Special Education teacher, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Ed. Rules) (2017)

34 C.F.R. § 300.101, .530 -.536

Adopted: 9/12/2012

Revised: 8/6/2014

Reviewed based on 2021 changes to law. No changes needed as of 4-17-23

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES
ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

- A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.
 2. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal. If during that removal the child continued to have access to the general curriculum; to the special education services in his or her IEP; or to participation with non disabled children to the extent he or she would have in the student's regular program, then those days would not be calculated in the 10 cumulative school day total.
- B. After a student with a disability has been removed from his/her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, and to progress toward meeting the goals listed in the student's IEP.
- C. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.
1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.
 2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his/her disability.
 3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:
 - a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child;
or
 - b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. (C.) below.
5. When a student with a disability has a disciplinary removal that would be a “change of placement,” the IEP Team shall order services for the student that will enable the student to:
 - a. Continue to participate in the general curriculum although in another setting;
 - b. Progress toward meeting the goals in the IEP; and
 - c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
6. For purposes of this section, a “change of placement” occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern and:
 - 1) Because the series of removals totals more than 10 cumulative days in the school year;
 - 2) Because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
 - 3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.

D. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. C. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted: 9/12/2012

Reviewed: 8/6/2014

First reading and adoption in one reading to comply with legal changes: April 17, 2023

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of CRCS to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP Team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Instructional Support or designee, thereby indicating the date of the receipt of that referral.

The Executive Director, in consultation with the Director of Instructional Support, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal References: Me. Dept. of Educ. Rule Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Adopted: 9/12/2012

Revised: 6/17/2015

Revised: 5/2/2016

Referral Procedures and General Education Interventions

School employees shall refer to the IEP (Individualized Education Plan) Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the Principal/ Special Services Coordinator. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Principal/ Special Services Coordinator. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the Principal/Special Services Coordinator.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to CRCS's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of CRCS may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by CRCS. CRCS may move directly forward with the referral process in those circumstances where CRCS and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the Principal/Special Services Coordinator.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by CRCS. CRCS may move directly forward with the referral process in those circumstances when CRCS and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the Principal/Special Services Coordinator.

Receipt of Referral. Regardless of the source of the referral, a referral is received by CRCS on the date that the written referral is received by the Principal/Special Services Coordinator. It

shall be signed and dated by the Principal/Special Services Coordinator, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral. Once the referral has been received by the Principal/Special Services Coordinator, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, CRCS must send a consent to evaluate form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), CRCS shall send the parent its Written Notice form documenting that referral.

Once the Principal/Special Services Coordinator receives the signed consent for evaluation back from the parent, CRCS shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

CRCS shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer to CECS from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until CRCS either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into CRCS from another school unit from outside of Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until CRCS conducts an evaluation (if determined to be necessary by CRCS) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, CRCS should develop a new IEP through appropriate procedures within a short time after the student enrolls.

If a child transfers to CRCS after the referral timeline has begun in the previous school unit but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if CRCS is making sufficient progress to ensure a prompt

completion of the evaluation, and the parent and CRCS agree to a specific time when the evaluation will be completed and the eligibility decision made.

General Education Interventions

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

CRCS shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying

academic and behavioral concerns and monitoring child progress during general education interventions;

h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;

i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and

j. Provisions for targeted general education interventions to continue during any subsequent special education referral.!

The parent of a child receiving general education interventions may request that CRCS conduct a full and individual evaluation for possible special education eligibility determination at any time during the CRCS established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Me. Dept of Educ. Reg. ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A) (July 2015)

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Adopted: 9/12/2012

Revised: 6/17/2015

EXPULSION OF STUDENTS GUIDELINES

I. EXPULSION HEARING AND REENTRY GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws.

A. Procedures for Conduct of Board Hearing to Expel

1. Any discussion, consideration or hearing by the Board of suspension or expulsion of a student shall be in executive session.
2. The Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.
3. The parents/legal guardians, the student and legal counsel or other representative (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student have been provided prior written notice and failed to appear for the hearing.

B. Executive Session

1. General Rules of Conduct

- A. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.
- B. Witnesses shall be sequestered in response to a request by either party.
- C. The hearing officer will state "no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed."
- D. The hearing officer will state that "all parties are expected to maintain the confidentiality of the proceeding."
- E. The Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

II. PROCEDURES

A. The hearing officer will state for the record:

- Date of this hearing;
- Place of hearing;
- Time of hearing;
- Name of student;
- Those in attendance for the administration;
- Those in attendance for the student; and
- Those in attendance for the Board.

B. The hearing officer will request from the Executive Director a copy of the hearing notice, read the hearing notice to the Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/legal guardians or student, the hearing officer will request that the Executive Director confirm that the parents/guardians and student were provided notice of the hearing.

C. The Executive Director, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.

D. The hearing officer will inform the student and parents/legal guardians of their rights:

- To hear the evidence;
- To cross examine witnesses; and
- To present witnesses and offer other relevant evidence.

E. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.

F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”

G. The administration calls its witnesses.

H. After each witness has answered all questions put by the administration, then the student/designee

(hereinafter, the student) may cross-examine. This should be limited to questions and not arguments with the witness.

I. The administration may ask rebuttal questions after the student finishes questioning.

J. Members of the Board may ask questions at the conclusion of the rebuttal.

K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross-examine witnesses. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.

L. When all the student's witnesses have completed testimony (including the student), the

administration may call additional rebuttal witnesses who may be cross-examined.

M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.

N. The Board should then deliberate in executive session. The Executive Director, Board attorney, administration, the student charged, his/her parents/legal guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Executive

Director may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.

O. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.

P. If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time or for an indefinite period.

Q. The Board shall then leave executive session.

III. PUBLIC SESSIONS

A. In public session, a member of the Board may make a motion to “expel a student and direct the Executive Director to provide the student and his/her parents/guardians with the Board’s findings of fact(s).” Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Executive Director to develop a reentry plan for the student as described in Section IV below.

B. The Executive Director is responsible for notifying the parents/legal guardians (and the student) of the Board’s decision.

IV. REENTRY PLAN GUIDELINES

If the Board expels a student for an indefinite period of time and authorizes the Executive Director to develop a reentry plan, the following steps are required by law.

A. The Executive Director shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.

B. The Executive Director shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.

C. If the student and the student’s parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Executive Director.

D. The reentry plan may require the student to take reasonable measures determined by the Executive Director that will help establish the student’s readiness to return to school. Professional services determined to be necessary by the Executive Director must be provided at the expense of

the student's parent/legal guardians and/or the student. (See policy JKF for requirements related to students with disabilities.)

E. The reentry plan must be provided to the parents/legal guardians and the student.

F. The Executive Director shall designate an appropriate school employee to review the student's progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Executive Director.

Legal Reference: 20-A MRSA §§ 1001 (8A), (9C)

Cross Reference: JKF – Disciplinary Removals of Students with Disabilities

Adopted: 9/12/2014

Revised: 8/6/2014

Reviewed based on 2021 changes to law. No changes needed as of 2-2-23

Coversheet

Vote on the 23/24 CRCS school calendar

Section: IX. Other Business
Item: B. Vote on the 23/24 CRCS school calendar
Purpose: Vote
Submitted by:
Related Material: 2023-2024 School Calendar DRAFT - Calendar.pdf

2023-2024

CRCS SCHOOL CALENDAR

August '23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November '23						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

IMPORTANT DATES
First Day - August 28
Last Day - June 10 (with 0 cancellation days)
Last Day - June 17 (with 5 cancellation days)
Trimester 1 Ends - November 17
Trimester 2 Ends - March 8
Trimester 3 Ends - June 10

December '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NO SCHOOL - DATES LISTED
August 23 - 24
September 4
October 9
November 10
November 20-24
December 18-January 1
January 15
February 19-23
April 22-26
May 27
June 10 with 0 Cancellations
June 17 with 5 Cancellations
COLOR KEY
First and Last Day
Staff Workshop
Holiday or Break
Early Release
Pre-K Screening (No School for CCA only)
CRCS Graduation

April '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '24						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Regarding Cancellations:

The safety of the learners and staff is of the utmost importance. We make decisions for delays and cancellations based on the best information we have at the time and we make the decision independent of other school districts. However, ultimately the decision is up to the guardian whether they feel it is safe to bring their child/children to school. Parents will receive a phone call and text to check their SeeSaw Account for information regarding any cancellations or emergency calendar changes.

Coversheet

Title I school wide application for CCA and Overman

Section: IX. Other Business
Item: C. Title I school wide application for CCA and Overman
Purpose: Discuss
Submitted by:
Related Material:
OA FY23 Comprehensive Needs Assessment and SAU Consolidated Plan (1)_0 copy.docx
CCA FY23 Comprehensive Needs Assessment and SAU Consolidated Plan (1)_0-2.docx

Comprehensive Needs Assessment and SAU Consolidated Plan

MAINE DEPARTMENT OF EDUCATION

**Every Student Succeeds Act (ESSA)
Comprehensive Needs Assessment
and
SAU Consolidated Plan**



SAD/SAU: Community Regional Charter School

School Name: Overman Academy

Contact Person: Travis Works

Mailing Address: 48 South Factory St. Skowhegan, Me 04976

Telephone: (207) 474-8740

Email Address: tworks@crsme.org

Superintendent (Printed Name): Travis Works

Telephone:
(207) 474-8740

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 email Jessica Caron (Jessica.S.Caron@maine.gov) and Rita Pello (rita.pello@maine.gov).

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Section 1: Planning Team

1a. List the names of people and programs represented in the development of this plan. (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
Beth Borden, Danielle Morse, Megan Munroe, Tammy Wyman	Parent(s)/Guardian(s)
Dan Ryder, Kevin Tansey, Megan Gibbs, Ryley Herzfeld, Roy Morris, Sherry Cotta, Stacey Scott, Tasha Goodrich, Steve Poupard	Teacher(s)
Bryanna Butler, Richard Drown	Title I Staff
Elizabeth Firmkes, Brian Andre, Susan Muzzy	School Administrator(s)
Travis Works, Jill Alves, Crystal Priest	District Staff
NA	School Counselor(s) (if applicable)
Christina Poupard	Community Member(s)
NA	Homeless Education Liaison
Ashlee Savage	Data Administrator(s) (if applicable)
NA	EL Coordinator(s)/Teacher(s) (if LEA has at least one EL)
NA	Board of Education Member(s)
	Other

Commented [1]: Wouldn't this be Allison Perkins?

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.

We have a district leadership team made up of the members listed above. The membership is made up of district and building admin plus a specified number of teachers/ed techs/parents/etc. for each building based on the building's student population. After the numbers are specified, the staff in each building volunteer for the slots, if there are more volunteers than slots, then the building staff vote. This is done annually. This team meets on the 2nd Friday afternoon of each month during our regular PD time. This year, the Comprehensive needs Assessment and moving two of our buildings to school wide Title I programming has been on the agenda at each meeting. Agendas and minutes are available upon request.

Comprehensive Needs Assessment and SAU Consolidated Plan

Ic. Describe how the team will communicate with the school and community.

The agendas and minutes of the meetings are made available to all the school staff. Agendas are emailed out to all staff prior to the meeting and the minutes are emailed out after the meeting.. Through this process, we have also had a monthly report out on the School Board agenda each month since January and the board and the public have an opportunity to comment at this time. These agendas and minutes are available on our website - <https://www.crcsme.org/>

Section 2: Data Collection and Analysis

Collection

Disaggregated Data Required:

1. Student Demographics

	Year 2020-21			Year 2021-22			Year 2022-2023		
	#	%	State Average	#	%	State Average	#	%	State Average
All students	155			166			165		
Male	85	55%		87	52%		92	56%	
Female	70	45%		79	48%		73	44%	
American Indian or Alaska Native	1	<1%		0	0		1	<1%	
Asian	0	0		0	0		0	0%	
Native Hawaiian or Other Pacific Islander	0	0		3	2%		0	0%	
Black or African American	4	2%		1	<1%		0	0%	
Hispanic or Latino	1	<1%		1	<1%		1	<1%	
White	145	93%		158	96%		159	96%	
Two or more races	4	2%		3	2%		4	2%	
Children with Disabilities (<i>IDEA</i>)	20	13%	18.61%	41	27%	18.9%	55	33	18.54%
English Learners (ELs)	0	0	3.3%	0	0	3.13%	0	0%	3.1%
Economically Disadvantaged Students	100	64.5%	43.04%	97	58.4%	41.92%	107	64.8%	39.85%
Homeless Students	0	0	1311	0	0	1405	0	0	1537 (3.1%)
Migrant Students	0	0	121	0	0	141	0	0%	131

[Public Funded Counts by Student Group](#)

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2. Title I

Year	Program Enrollment	Population %
2020 – 21	Did not have Title in this building for this year	
2021 – 22	73	44%
2022 – 23	70	42.4%

3. Community Demographics (taken from US census for Somerset County)

	Year 2020 - 2021			Year 2021 - 2022			Year 2022 - 2023		
	#	%	State Average	#	%	State Average	#	%	State Average
Community Members	50472			50715			51098		
Male	25286	50.1		25864	50.1		25600	50.1	
Female	25186	49.9		24851	49.9		25498	49.9	
American Indian or Alaska Native	302	.6		304	.6		306	.6	
Asian	353	.7		355	.7		357	.7	
Native Hawaiian or Other Pacific Islander	unavailable			unavailable			unavailable		
Black or African American	353	.7		355	.7		357	.7	
Hispanic or Latino	706	1.4		710	1.4		715	1.4	
White	48049	95.2		48280	95.2		48645	95.2	
Two or More Races	807	1.6		811	1.6		817	1.6	

4. Teacher Demographics

	Year 2020-2021			Year 2021 - 2022			Year 2022 - 2023		
	#	%	State Average	#	%	State Average	#	%	State Average
Teachers	12			12			13		
Male	7	58%		8	66%		9	69%	
Female	5	42%		4	34%		4	31%	
American Indian or Alaska Native	0	0%		0	0%		0	0%	
Asian	0	0%		0	0%		0	0%	
Native Hawaiian or Other Pacific Islander	0	0%		0	0%		0	0%	
Black or African American	0	0%		0	0%		0	0%	
Hispanic or Latino	0	0%		0	0%		1	8%	
White	12	100%		12	100%		12	92%	
Two or more races	0	0%		0	0%		0	0%	

5. Homeless Students Identified

Year	State Average	Total Identified	% of Total Student Population
2020 - 21		0	0
2021 - 22		0	0
2022 - 23		7	?

Commented [2]: We did identify some. I changed this number.

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6. Student Behavior (# of incidents)

Year	Substantiated Incidents of Bullying	Restrains & 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)
2020-21	0	0	0	0	0	0	0	0	0
2021-22	0	0	0	1	1	0	1	1	0
2022-23	0	0	0	2	3	0	0	3	0

7. Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2020-21	0	0	0	0
2021-22	0	0	0	0
2022-23	0	0	0	0

8. 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
2020-21	unavailable	unavailable	unavailable				
2021-22	47	13%	7 kids	37	10	0	0
2022-23	31	10%	6 kids	27	4	0	0

9. 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
2020-21	0	0	0					
2021-22	0	0	0	0	0	0	0	0
2022-23	1	0	1	0	1	0	0	0

10. 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
2020-21	unavailable				

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2021-22	86%		unavailable	37.63%	
2022-23	92%		25%	28%	3%

11. High School Graduation Rate

Year	4 Year Cohort	5 Year Cohort
2020-21	14	0
2021-22	20	2
2022-23	30	3

12. Educational Opportunities Coursework (High School)

Year	Advanced Placement Enrollment	CTE Enrollment	Early College Enrollment	Dual or Concurrent Enrollment	Other
2020-21	0	6	0	12	1 internship
2021-22	0	5	0	14	2 internships
2022-23	0	6	0	19	4 internships

13. Literacy: Data Source # 1 _____ NWEA _____

Year	Proficient Student %	Grade 6%	Grade 7%	Grade 8%	Grade 9%	Grade 10%	Grade 11%	Grade 12%
2020-21	42%	67%	43%	59%	41%	38%	38%	15%
2021-22	54%	N/A	45%	26%	63%	54%	68%	65%
2022-23								

14. Literacy: Data Source # 2 _____

Year	Proficient Student %	Grade %	Grade _ %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21							
2021-22							
2022-23							

15. Mathematics: Data Source # 1 _____ NWEA _____

Year	Proficient Student %	Grade 6%	Grade 7%	Grade 8%	Grade 9%	Grade 10%	Grade 11%	Grade 12%
2020-21	48%	33%	36%	52%	56%	48%	45%	50%
2021-22		N/A	9%	13%	42%	35%	46%	35%
2022-23								

16. Mathematics: Data Source # 2 _____

Year	Proficient Student %	Grade _ %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21						
2021-22						
2022-23						

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17. Principal Profile

Year	Year(s) in the Role	Year(s) in the Role at Current School	Level of Education			
			Bachelor's Degree	Master's Degree	Ph.D.	Professional Principal Certificate
2020-21	1	1	yes	yes		conditional principal
2021-22	2	2	yes	yes		conditional principal
2022-23	3	3	yes	yes		yes

18. 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+
2020-21	12	0	100%	2%	0	100%	6	0	6
2021-22	12	0	100%	2%	0	100%	4	2	6
2022-23	13	0	92%	2%	0	92%	2	7	4

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.**

As a charter school, we are expected to look closely at our data. The Charter Commission requires us to put together a comprehensive end of the year report each year with all of our data triangulated, disaggregated, and analyzed. Each year we look at all of our learners' NWEA data to determine whether they were proficient or not and if they met their individual growth target or not. Locally within our building we also use a variety of other formal and informal assessments to triangulate our data including, but not limited to, Fountas and Pinnell as a reading assessment, pre and post assessment specific to learning targets, individual or small group check-ins with facilitators, etc. We have also added the IXL Diagnostic tool for all learners and Accuplacer testing for all 11th and 12th graders. All of these data points are used to help facilitator's guide the instruction for each learner individually.

Beyond academic data we also look closely at our demographic data and school climate data. Our demographic data helps us truly understand our population of learners and their families and our school climate data helps us make sure that we are meeting all of our learners and their families needs socially and emotionally not just academically. We use our beginning of the year paperwork to determine our demographic data and the Panorama Survey in the Spring of each year to give us good school climate data.

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.

As a charter school, having a clear process for collecting attendance data is imperative. Our facilitators enter attendance daily by 8:15, and shortly thereafter phone calls are made to the families of learners that are not excused. In addition, emails and texts are sent to families. Once a month, we send home a written attendance audit to inform families of the number of absences and tardies for each learner in the family. When we notice a pattern of absenteeism, school administrators reach out to families to schedule a staffing meeting to discuss strategies for getting the learner back in

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school. In these circumstances facilitators, administrators and counselors, form a partnership with the families to help support learners who are struggling with the underlying causes of truancy, absenteeism, and tardiness.

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.

Our school community believes strongly in preventative behavior management. By establishing a cohesive school community and strong connections with learners, we work to provide a safe learning environment for all. We begin with each classroom community establishing a Vision and a Code of Cooperation that become living documents in each learning space. These documents help set the tone and allow learners to understand the consequences of negative behavior. Facilitators use procedures and strategies from Responsive Classroom to develop strong relationships with learners and their families, to celebrate successes and to provide logical consequences for negative behaviors. We also use the Responsive Classroom strategies of Reinforce, Remind, and Redirect and have read articles about how important this language is to use with learners. Facilitators reinforce positive behavior by using "Raven Rewards" as a method to celebrate learner success and as a tool to communicate with families about the positive things a learner does throughout the school day. Our facilitators are supported with workshops to understand and develop our MTSS.

Communication regarding expectations for learner behaviors are shared with families in a variety of ways including our Learner Handbook, newsletters and social media. When a learner struggles to follow the classroom Code of Cooperation and the learning is impacted, facilitators may use partner classrooms in order to give a learner a space to decompress and process. The administrative office is informed of recurring behaviors through the use of an online form called "Raven Record". This form, written by the facilitator, notifies the administrator of the concern and he/she will intervene as necessary. When a learner needs additional support with these expectations, we have an effective system in place for Tier I and Tier II response which includes a team of educators that work with the families. In extreme situations, administrators may issue a suspension which is summarized in a written letter for families. Upon re-entry, administrators and facilitators meet with family members to ensure the learner understands the reasons for the suspension and what is expected in the future.

2d. Describe your student disciplinary consequences in relation to the student code of conduct. Identify positive and restorative interventions that are evidence-based.

First and foremost, our school is a PBIS school. We are always building on our work with promoting and modeling safe, respectful, and responsible behaviors. Our school has a learner code of cooperation policy. If this policy is broken the learners go through a process to repair and fix the behavior. Part of this process is making positive behavior plans with the learner and the family. Raven Records are written when a behavior has occurred which is given to the principal for further investigation with all parties or child involved. Facilitators have strong connections with the families and will often make phone calls home for positive reasons on a weekly basis. Our school also does Raven Rewards for outstanding positive behavior. The Raven Rewards can be given to any child by any staff in the building.

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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 are a 1-to-1 district. Every learner is equipped with a Macbook Air. Learners use the laptops to practice skills, do research, and show their understanding of learning through projects, presentations, and typed documents. A challenge that has existed for us has been a challenge to get all facilitators professional development on using NWEA, Infinite Campus, and Empower. Our NWEA data helps to drive our instruction to allow for us to meet each learner where they are at academically. Our challenge has been to find the time for professional development to happen. Currently we are using the beginning of the year staff meetings to introduce and explain how NWEA, Empower, and Infinite Campus are used.

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

We use a variety of tools to gather feedback from all of our stakeholders. The large tool that we use at the end of the year is a Panorama Survey supplied to us by the Charter Commission. This survey looks at multiple areas including school safety, communication, rigor, relationships, ect. Each spring we send the link out to families, staff, and learners to gather their input. At the end of the school year, we then take this information, reflect on it, and try to improve any weak areas the following school year. As a result of using this tool we have been able to address several findings. In particular we discovered we needed to provide better communication between all stakeholders, we tried several approaches to improve this including but not limited to a district newsletter sent home to families along with encouragement to share immediately with the school any concerns or issues they may be experiencing. By openly giving out contact information, and being present as much as possible, it has cut down tremendously on families holding onto their concerns or issues with our school. Other findings for this past school year indicated an increase in quality or satisfaction in 8 areas from the previous year as well as a decrease in 5 areas from the previous year.

The greatest increase on the survey was in areas of school leadership and school climate reported by teachers and staff respectively. The survey also indicated areas that needed attention to increase points are school climate and staff/leadership relationships. Lastly, anytime that a family decides to leave our charter school to enroll elsewhere we conduct an exit interview with the family to gather feedback, negative and positive. This feedback is used to help us move forward and continue to improve the quality of our school and family experiences with our school.

Overall, the Panorama Survey has been a great tool to gather information from families and staff to help us set future goals for improvement.

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.

NA

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

<p>Strength Relationship building with families and learners to foster community.</p>	<p>Possible Action Steps</p> <ul style="list-style-type: none"> * Enhance family engagement nights and events so families get into the physical space again. * Use Seesaw schoolwide so parents have a single platform for engaging with CRCS. * Continue groupings for learners that are responsive to the relationships they have with adults and other learners in the building.
<p>Strength Our mission and vision for meeting learners at their own social-emotional levels, as well as academic levels.</p>	<p>Possible Action Steps</p> <ul style="list-style-type: none"> * Continue to revise learning progressions so facilitators, families, and learners understand how learners are grouped and regrouped for academics. * Develop more pre and post assessments to ensure learners are placed appropriately in classes. * Continue work with Responsive Classroom about developmental progressions and impacts on learning.
<p>Area for Improvement Improving the number of students who meet their projected growth target in math.</p>	<p>Possible Action Steps</p> <ul style="list-style-type: none"> * Using a formal assessment other than NWEA to assess more regularly (ex. IXL diagnostic) * Look at our RTI process to figure out what is working best * PD time to look closer at the Learning Continuum * Use a support staff to do pull out math supports * Look into other instructional resources
<p>Area for Improvement Improving the number of students who meet their projected growth target in reading.</p>	<p>Possible Action Steps</p> <ul style="list-style-type: none"> * Using a formal assessment other than NWEA to assess more regularly (ex. IXL diagnostic) * Plan and implement more literacy events * Confering
<p>Area for Improvement Decreasing chronic absenteeism rates by continually improving school culture and climate to create a safe and welcoming environment through use of Responsive Classroom and PBIS practices.</p>	<p>Possible Action Steps</p> <ul style="list-style-type: none"> * Increase family communication to build relationships that promote learners being in school by using the Seesaw app school wide. * Report monthly attendance audits for families about attendance policies * Provide asynchronous work opportunities when learners are out with COVID or other prolonged illness * Increase family engagement nights to promote learner and family involvement with the school

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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.

The team has reviewed the data and determined that researched based solutions needed are centered around math progressions, literacy, and school culture and climate. The solutions were identified and matched with our priority needs by analyzing the data as a team and developing goals to achieve solutions.

Section 3: Professional Practice

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

All learners in the Cornville Regional Charter School are assessed using NWEA three times during the school year and results are recorded and tracked on a Master Data Sheet. This sheet is used to determine instructional programming. Our learning management system is Empower. Facilitators use Empower to view what learning targets learners need to work on or are already proficient at. This helps instruction, especially in small groups. Monitoring is done continually throughout the academic year. Facilitators have shown learners how to access Empower themselves so they can have more ownership of their learning and decide what to do during any individual work time. There are also various assessments that facilitators may do throughout the year such as pre-tests to see what they already know, writing prompts to gather data on what should be worked on, and informal observations. Starting with the 22-23 school year, the 11th and 12th graders are also assessed using the Accuplacer test in Math and English.

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

We use a variety of tools to create and maintain individual instruction plans for our learners. All learners take the NWEA assessment in the Fall, Winter, and Spring. After the Fall and Winter administration, facilitators can look up in NWEA and see exactly what targets each individual learner needs to be working on. We are also looking to start using the NWEA Skills Navigator in the Fall which is a practice tool in NWEA that facilitators can assign to learners and get direct feedback on progress. Beyond NWEA, our facilitators use IXL in a similar fashion. The app allows facilitators to assign a math or ELA target for learners to work on, and in the facilitator portal they can view each individual learners progress. As a building, we also group and regroup learners based on academic need. Therefore, a learner is able to flow into whatever classroom is working on the target that they need in that moment to give them their individualized instruction. In addition to NWEA and IXL, facilitators use Empower to create and maintain individual instruction plans for learners. Our learning management system, Empower, is where all of our curriculum and targets are housed. In that system, we have the ability to create pathways for learners to follow that are specific to learning targets and again facilitators can see the progress through their portal.

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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.

Through continuous data monitoring, we are able to connect learners with supplemental interventions that are needed through push in and push out models.

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

Elizabeth Firnkes - Building Principal/Learning Specialist
 Bryan Andre - Dean of Students/Counselor
 Tammy Wyman - Special Education Director

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.

1. CRCS will increase family engagement and communication to aid with attendance, improve communication, and encourage families to volunteer. Our goal is to decrease our chronic absenteeism rate to 25% or less in the 2022-2023 school year.
 - a. Family engagement nights
 - b. Empower as a Learning Management System,
 - c. Seesaw as a communication tool
 - i. Communication with families
 - ii. Sharing evidence of learning with families
2. CRCS will use data to inform research based instruction by providing staff with professional development and then scheduling time for teams to meet to evaluate data. When focusing more on data, our goal is to survey facilitator's self efficacy around using data to support instruction. Our intent is that by familiarizing our staff more with how to use data, we will see greater gains, especially with NWEA growth target gains. Our goal is to see 60% of our learners meet their math growth target on the NWEA, and 60% of our learners meet their reading growth target.
 - a. PD around NWEA reports
 - b. Empower
 - c. Formal RTI process
 - d. Staff meeting time and common planning time for teams to collaborate
3. CRCS will use a school wide PBIS system and Responsive Classroom trainings around the implementation of social/emotional and positive behavior systems to aid with explicit teaching of self regulation with learners.
 - a. Responsive Classroom PD
 - b. PBIS PD
 - c. Whole school assemblies and Learning Community activities that focus on social/emotional needs and Habits of Mind focus

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

Academically, our school leadership team is continuing to refine our MTSS system.. During Friday staff meetings, we have an opportunity for staff to raise concerns about learners. Any learner who is identified as a concern then gets a staffing meeting scheduled. We are working on MTSS for behavior and academics.

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For behavioral MTSS, we will be employing a number of different tools and strategies.. For one, the staff has revisited our behavioral documentation sheet to go more in depth about the tiers of interventions. We used the book *An Educators Guide to Schoolwide Positive Behavioral Interventions and Supports: Integrating All Three Tiers* (Jason E. Harlacher and Billie Jo Rodriguez) to ground us in some common language and practices. We identified what we currently have in place for Tier I interventions and then chose additional interventions to put in place.

For Tier II, we decided to add two programming elements to our day for some learners. One element is “Check In/Check Out”. We have an exceptional general Ed Tech who is able to connect with the learners needing an additional support at the Tier II level. We also re-introduced Learning Coach block to our week, which is a form of the PBIS Strategy “Check and Connect”. This is a block of time when 8-10 learners are connected with an adult in the school who they get guidance and support from.

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).

Results of universal screener and assessment data is reviewed and an appropriate cut-off is established based on the results. Facilitators recommend learners based on assessment and classroom performance data.

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.

Our district will conduct pre-transition opportunities where students can visit various college campuses around the state. We will also provide opportunities to go to career fairs, and internship opportunities. . The Middle/High School students will all create and revisit Career Action Plans that are tied to at least one of the 16 career pathways for Post-Secondary experiences. We will provide dual enrollment for those students that meet the requirements and we will also provide every student with the opportunity for internship and apprenticeships as often as possible.

Section 4: Personnel Policy and Procedures

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

Our PEPG teacher evaluation system is based on Marzano. Facilitators set goals at the beginning of the year in Empower.. Building administrators then conduct observations on the goals. These observations along with periodic feedback are used to align professional learning and development for staff.

We also provided some professional learning opportunities this year based on social emotional needs that facilitators and administration were noticing with learners. The impact of trauma on our kids became more apparent this year and so we lined up some trainings about ACES (Adverse Childhood Effects).

One way we personalized professional learning this year was by offering staff individualized professional development days. The building administrator generated PD ideas with individual facilitators and set up individual professional plans for facilitators based on classroom observations and self reflections.

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

As a district we offer a variety of professional learning/development opportunities. The requirement for our district is that all instructional staff are trained in proficiency based education and Mass Customized Learning. As a district we are part of the Maine Cohort for Customized Learning, and this membership allows us to send multiple staff to a variety of their trainings each year for free as part of the membership dues.

Our business office is now tasked with monitoring certifications and helps facilitators get their paperwork for certifications in a more timely manner. The administrators in our district have also received more training on what to look for in transcripts as they navigate conditional certificates with staff. We also have a Learning Specialist that works with facilitators on mentoring goals related to certification. As a district, we continue to offer tuition reimbursement to courses that further a facilitator’s instructional goals.

We also start bringing in newly hired staff as soon as possible to start “getting their feet wet” with our district. Each spring, we hire facilitators for the next school year but bring them on to finish the school year with us as Ed Techs so that the new staff could get some professional development and get acclimated earlier in the process. This has allowed us to do more onboarding with our staff

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

As a district we have increased recruiting this year. We rely on word of mouth for attracting new teachers but also use Serving Schools to interact with teaching candidates. We also host a local college class each semester to tour our schools and to speak with and recruit some upcoming educational graduates. Evaluation is done through our PEPG system in Empower. Rewarding instructional staff is done informally and formally. Some rewards include verbal recognition, a paid lunch out, breakfast and snacks provided, etc. Formally we have started to write positive notes of recognition for staff files.

When we have staff leave, our replacement process includes posting job description on Serving Schools. We also have started to look at transitioning ed techs into long term sub roles as we wait to fill the classroom candidate position. This way it is an adult that is already familiar with our school as we wait for a classroom candidate. Once candidates have applied, we use a three part hiring process. The first step is a Strength Finder interview which looks directly at candidates philosophy, mission, and vision of education. The second step is a more formal, traditional interview with a committee, and the process ends with a formal third interview with the executive director who then puts the names forward to the Board of Directors. We also invite candidates into the school to tour and spend time with us prior to interview with executive director.

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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.

As previously mentioned in this CNA, one of our priorities has been to improve our methods of inducting new staff as an effort to also retain staff from year to year. When new staff comes on board, we have a number of new procedures in place. For one, we are having new staff come on board as soon as possible to start getting acclimated with our district. Teachers hired for the fall are given the opportunity to come in during the spring as an Ed Tech or substitute capacity as they get to know learners, other staff, and receive some professional development prior to stepping full time into the facilitator role. We have found this to be successful so far.

Once staff is hired, they are presented with an onboarding letter that welcomes them to the district and outlines some key important details (when to move into the classroom, who to contact with questions, etc). The building administrator is around during the summer to work closely with new facilitators and also shares her cell phone contact with new facilitators so that she is always reachable. A comprehensive document that outlines how things work at the school is currently being crafted by facilitators so that new staff has one place to look when looking for information. Additionally, we have started making training videos that demonstrate how to use different online tools such as Empower, NWEA, etc. Beyond training videos, we are also working with the Maine Cohort for Customized Learning to gain access to Eduplanet 21 which houses digital onboarding modules for MCCL practices. All employees will be expected to complete these modules. We also are filling a Google Team Drive with relevant resources and have hired a new position, a Learning Specialist, who will work closely with our facilitators through mentoring and modeling.

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

Our school leader meets weekly with other administrators in our district to collaborate and gain feedback about setting and maintaining the Mass Customized Learning vision that the three schools in our district share. While our vision and mission highlight our big picture goal of meeting learners where they are at and using individualized, personalized instruction to move learners ahead towards a path of proficiency, every small picture, day to day action, is capable of advancing us towards our vision. Our school leader is often in classrooms, giving facilitators and learners feedback about how our curriculum, instruction and assessments can be enhanced to get us closer to our vision.

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

Our district currently has a district leadership team that is comprised of administration and facilitators throughout our district. We also have a school leadership team. The school leadership team has been primarily focused on the development and writing of the MTSS, but our creation of a team has initiated a movement towards more distributive leadership in the school. For this coming school year, our team is setting the groundwork for distributive leadership by way of facilitator led assemblies, facilitator led staff meetings, and special projects per facilitator. Special projects will include but is not limited to spearheaded professional development technology, electives, instructional planning, curriculum planning, and MTSS documentation.

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.

Our administration team consults with outside organizations, such as the Maine Cohort for Customized Learning. We collaborate with other charter schools in the state as well. Lastly, we have started to build more internal capacity amongst

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our leadership team by having more focused meetings around single topics that allow us to go for more depth over breadth while looking at decision making that influences curricula, instruction, and professional learning.

4h. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

We place learners “where they need to be, when they need to be”, which means that our learners move among multiple facilitators as needed for different social, emotional, and academic needs. We do not allow families or learners to request particular facilitators.

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.

We offer multiple ways for our families and community members to be involved in the design, implementation, and evaluation of our school’s programming.

The first way is through our Strategic Design, a living document that is used to house all of our guiding principles, core values, mission, and vision. The document was created back in the Spring of 2017. It developed out of a workshop hosted by the school which involved all stakeholders (staff, community members and leaders, board members, families, and learners). The idea is that everything the school does instructionally is driven by this document. We revisited this document in the spring of 2022.

We also offer electives for our learners. These activities are ones that offer an array of unique offerings to our learners during the school day. Some activities include outdoor recreation, music, knitting, painting, games, woodworking, etc. Our families and community support these instructional programs through a variety of ways including hosting a SIG (offering their special talent or passion) and/or donating materials.

Lastly, at CRCS we have an open door policy for families to come in, discuss programming, observe in classrooms, volunteer in classrooms, and give constructive feedback as it relates to programming.

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.

As a school, we use a variety of different assessment techniques with our learners, staff, and families to collect data on our school climate. Our most formal way is using the Panorama Survey (provided to us by the Maine Charter Commission). This is an anonymous survey given to learners grades 3 and up, all families, and all staff. They give us feedback on a variety of topics included but not limited to climate and culture, leadership, relationships, rigor, and school safety. We use this feedback to change and improve each year.

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<p>With families, we also use our Facebook page to gather ongoing feedback related so specific events or activities happening around the building and district. We also have our facilitators and administrators reach out to families to solicit feedback throughout the year.</p> <p>With all learners we use a variety of much more informal feedback techniques. We use parking lots and feedback loops as well as beginning to use a check-in/check-out system. This system is really important because it gives the adults in the building immediate feedback regarding the different parts of each learner’s day. Informal conversations with our learners is also a large part of gathering their feedback on a regular basis.</p> <p>With staff, we use our weekly staff meeting time to discuss school climate and make changes as necessary. This frequent collaboration time gives us the means to collect feedback and make immediate changes if needed.</p> <p>Lastly, as families leave our district we mail them out an exit survey which asks them to give us feedback on positives they experiences as well as any constructive feedback they have for our district. This information is then stored in our business office.</p>
<p>5c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community.</p> <p>NA</p>
<p>5d. Attach the required Title I building parent involvement policy and describe family activities that implement the policy.</p> <p>The Title I program will provide opportunities for parents to become involved in the growth and development of their child with the continued approach of an open door policy.</p> <p>We host Celebration of Learning events that are school wide but also specifically target families of Title I students. We provide for our Title I families activities that are designed to model and teach parents strategies that can be done at home with their child. It is important for these activities to include materials for parents to utilize at home and reinforce the concepts/strategies being used at home.</p> <p>We also communicate with our parents through Seesaw. Seesaws also used to warehouse work samples for parents to track their own child’s progress. It is our goal to break down barriers between school and home so that it is as seamless as possible between the two environments maintaining open communications.</p>
<p>5e. Describe linkages to community-based services and programs provided in partnership with the school.</p> <p>Bringing the community into our programming is an important partnership to our school. Facilitators bring in community helpers. We hand out community flyers from our neighboring towns to inform our families of events and information from our communities. Our food program includes Maine grown grains, meats, and dairy. We partner with the Maine Meal, who provides us with healthy foods from our state. Our learners use the Skowhegan Public Library, purchase local items from surrounding stores, and work on community service projects to help the town of Skowhegan. We also contract with Maine Behavioral Health to provide counseling services to all of our learners across the district.</p>

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Section 6: Accountability

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

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
NWEA	math	3x per year in October, January, and May	We use our results from NWEA to help inform instruction in each classroom. We look at each learner's score breakdown to see their strengths and weaknesses in each area of math (geometry, measurement, etc) so we can target their instruction. As a school we use the scores and different graphs to reflect on curriculum and overall instructional strategies. We have a plan to use Skills Navigator next year with learners so they are getting targeted practice individual skills.	<u>Staff</u> - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times. Staff are also encouraged to look at all of the different graphs available for their particular group of learners to help inform instruction after each testing window. <u>Families</u> - At the end of each testing period, families receive paper copies of their learner's report.
IXL	math	3x per year in September, January, and May	We are using the IXL Diagnostic as a tool to triangulate data and help project growth on assessments. This tool will also guide us in our use of IXL skill practice by using the analytics to help us plan for instruction.	<u>Staff</u> - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times. Staff are also encouraged to look at all of the different graphs available for their particular group of learners to help inform instruction after each testing window.
NWEA	literacy	3x per year in September, January, and May	We use our results from NWEA to help inform instruction in each classroom. We look at each learner's score breakdown to see their strengths and weaknesses in each area of reading (comprehension, vocabulary, etc) so we can target their instruction. As a school we use the scores and different graphs to reflect on curriculum and overall instructional strategies. We have a plan to use Skills Navigator next year with learners so they are getting targeted practice individual skills.	<u>Staff</u> - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times. Staff are also encouraged to look at all of the different graphs available for their particular group of learners to help inform

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				instruction after each testing window. Families - At the end of each testing period, families receive paper copies of their learner's report.
IXL	literacy	3x per year in September, January, and May	We are using the IXL Diagnostic as a tool to triangulate data and help project growth on assessments. This tool will also guide us in our use of IXL skill practice by using the analytics to help us plan for instruction.	Staff - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times. Staff are also encouraged to look at all of the different graphs available for their particular group of learners to help inform instruction after each testing window.

6b. Describe the procedures for measuring and reporting annual student progress.

Throughout the year, after each session of NWEA, the data is downloaded as a CSV file and input into Google Sheets. From there the data is analyzed using formulas. At the end of the year, the data is broken down even further looking at learner percentile growth as well as whether or not learner's met their individual growth target. We compare and analyze growth Spring to Spring, Fall to Spring, and broken down by different cohorts of learners for both math and ELA. Once this data is analyzed, an End of the Year Monitoring Report is submitted to the Charter Commission for their review as well as a narrative description of the data.

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

District wide we use our assessment results for both individual planning for learners as well as changing and tweaking our instructional practices; therefore we use our data to drive instruction. One of the biggest improvements we have made is looking at and increasing the rigor level for instruction. We look closely at when a learner is demonstrating proficiency on a specific skill or concept, are they doing so with the accurate rigor level. What this means is that facilitators are making sure that learners are using analysis level skills to analyze their knowledge and understanding as opposed to just retrieval of the information. We are also beginning to use a lot of the different reports available through NWEA to drive instruction. We have been looking at the Student Profile, Quadrant Chart, and Class Breakdown for targeted information.

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

At the end of each trimester, families receive their learners' NWEA data comparing previous years data as well as comparing them to their typical aged peers. Families also receive a progress report from Empower (our learning

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management system) giving them information and data on the learning targets their child is working on and proficient in.

Section 7: English Learner Data Collection and Analysis

(If any school within the district has at least 10 ELs, you must complete this section.)

We have no ELLs, so this section has been deleted to save space.

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.

Across our district we coordinate with multiple programs within the community. Our biggest partnership is with the Maine Cohort for Customized Learning. We get a variety of professional development as well as our curriculum and learning management software through the cohort. In addition to the MCCL, we also partner with Somerset Public Health for community involvement projects, as well as Kennebec Valley Community College has a partnership with Overman Academy for our learners to do dual enrollment and take some college level courses. We also work with various high school technical centers for learners who are interested in going into the trades.

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.

Our school leadership team will meet on a monthly basis to discuss the progress towards our goals, plan out our steps to continuing to achieve our goals, and check in on our report outs to all stakeholders. Our team will use our weekly staff meeting time to share out goals and the process for achieving those goals with all staff in our building. We also have two different leadership teams that meet on a regular basis. Our district leadership team meets on a monthly basis and includes leaders and stakeholders from all three buildings in our district, and our administrative leadership team meets monthly and that includes our executive director and all three building administrators. Lastly, our Board of Directors meet monthly and during those meetings are when a representative from the leadership teams will give a brief report out to them on our goals and the progress towards meeting the goals.

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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.).

Local Funds (supplies, materials, salaries/benefits as needed)
Title I (salaries, benefits, materials, and supplies)
Title II (professional development)
Title IV - salaries/benefits
Title VI - supplies, materials, etc.

10b. Describe how Title I funds and funds from other sources will be used to implement the schoolwide program. Include the following major categories: salaries and benefits, instructional materials, parent involvement, professional development, and technology.

Title I funds will be primarily used to pay salaries and benefits for a Title I facilitator, supplies, and materials. Title I funds and local funds will be used to pay for additional staff (Ed-Tech) to provide targeted instruction for learners and building fluency in both reading and mathematics.

School Wide funding will be used for salaries and benefits for a Learning Specialist that will provide modeling, co-teaching, and small group instruction to the targeted instruction staff and classroom facilitators. In addition, the School Wide Funding will be used to purchase curriculum and materials for providing research based instructional strategies.

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

We will have a carefully outlined a budget in Grants4ME.

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MAINE DEPARTMENT OF EDUCATION

Every Student Succeeds Act (ESSA) Comprehensive Needs Assessment and SAU Consolidated Plan



SAD/SAU: Community Regional Charter School

School Name: Creative Children’s Academy

Contact Person: Travis Works

Mailing Address: 48 South Factory St. Skowhegan, Me 04976

Telephone: (207) 474-8740

Email Address: tworks@crsme.org

Superintendent (Printed Name): Travis Works

Telephone: (207) 474-8740

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 email Jessica Caron (Jessica.S.Caron@maine.gov) and Rita Pello (rita.pello@maine.gov).

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Section 1: Planning Team

1a. List the names of people and programs represented in the development of this plan. (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
Beth Borden, Danielle Morse, Megan Munroe, Tammy Wyman, Ashlee Savage	Parent(s)/Guardian(s)
Dan Ryder, Kevin Tansey, Megan Gibbs, Ryley Herzfeld, Roy Morris, Sherry Cotta, Stacey Scott, Tasha Goodrich, Steve Poupard	Teacher(s)
Bryanna Butler, Richard Drown	Title I Staff
Elizabeth Firnkes, Brian Andre, Susan Muzzy	School Administrator(s)
Travis Works, Jill Alves, Crystal Priest	District Staff
NA	School Counselor(s) (if applicable)
Christina Poupard	Community Member(s)
NA	Homeless Education Liaison
Ashlee Savage	Data Administrator(s) (if applicable)
NA	EL Coordinator(s)/Teacher(s) (if LEA has at least one EL)
NA	Board of Education Member(s)
	Other

1b. Describe how the team members were selected including dates of meetings, topics discussed, and outcomes from each meeting. Acceptable documentation includes meeting minutes, attendance sheets, and action plan documents.

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

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Section 2: Data Collection and Analysis

Collection

Disaggregated Data Required:

1. Student Demographics

	Year 2020-21			Year 2021-22			Year 2022-2023		
	#	%	State Average	#	%	State Average	#	%	State Average
All students	52			50			34		
Male				20	40		19	56%	
Female				30	60		14	44%	
American Indian or Alaska Native	0	0%		0	0%		0	0%	
Asian	0	0%		0	0%		0	0%	
Native Hawaiian or Other Pacific Islander	0	0%		0	0%		0	0%	
Black or African American	0	0%		0	0%		0	0%	
Hispanic or Latino	0	0%		1	1%		3	9%	
White	52	100%		99%	59		26	82%	
Two or more races	0	0%		0	0%		3	9%	
Children with Disabilities (<i>IDEA</i>)	4	8%	18.61%	4	9%	18.9%	4	12%	18.54%
English Learners (ELs)	0	0	3.3%	0	0%	3.13%	0	0%	3.1%
Economically Disadvantaged Students	33	63%	43.04%	26	52%	41.92%	24	67%	39.85%
Homeless Students	0	0%	1311	0	0%	1405	0	0%	1537 (3.1%)
Migrant Students	0	0	121	0	0	141	0	0%	131

[Public Funded Counts by Student Group](#)

2. Title I

Year	Program Enrollment	Population %
2020 – 21	Did not have Title in this building for this year	N/A
2021 – 22	29	58%
2022 – 23	31	91%

3. Community Demographics (taken from US census for Somerset County)

	Year 2020 - 2021			Year 2021 - 2022			Year 2022 - 2023		
	#	%	State Average	#	%	State Average	#	%	State Average
Community Members	50472			50715			51098		

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Male	25286	50.1		25864	50.1		25600	50.1	
Female	25186	49.9		24851	49.9		25498	49.9	
American Indian or Alaska Native	302	.6		304	.6		306	.6	
Asian	353	.7		355	.7		357	.7	
Native Hawaiian or Other Pacific Islander	unavailable			unavailable			unavailable		
Black or African American	353	.7		355	.7		357	.7	
Hispanic or Latino	706	1.4		710	1.4		715	1.4	
White	48049	95.2		48280	95.2		48645	95.2	
Two or More Races	807	1.6		811	1.6		817	1.6	

4. Teacher Demographics

	Year 2020-2021			Year 2021 - 2022			Year 2022 - 2023		
	#	%	State Average	#	%	State Average	#	%	State Average
Teachers	3			2			1		
Male	0	0%		0	0%		0	0%	
Female	3	100%		2	100%		1	100%	
American Indian or Alaska Native	0	0%		0	0%		0	0%	
Asian	0	0%		0	0%		0	0%	
Native Hawaiian or Other Pacific Islander	0	0%		0	0%		0	0%	
Black or African American	0	0%		0	0%		0	0%	
Hispanic or Latino	0	0%		0	0%		0	0%	
White	3	100%		2	100%		1	100%	
Two or more races	0	0%		0	0%		0	0%	

5. Homeless Students Identified

Year	State Average	Total Identified	% of Total Student Population
2020 - 21		0	0%
2021 - 22		0	0%
2022 - 23		0	0%

6. 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)
2020-21	0	0	0	0	0	0	0	0	0
2021-22	0	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0	0

7. Student Discipline - Expulsion

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Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2020-21	0	0%	0	0
2021-22	0	0%	0	0
2022-23	0	0%	0	0

8. 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
2020-21	0	0%	0%				
2021-22	1	3%	0	1	0	0	0
2022-23	0	0%	0%	0	0	0	0

9. 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
2020-21	0	0	0					
2021-22	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0

10. 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
2020-21			No longer available	No longer available	No longer available
2021-22			No longer available	No longer available	No longer available
2022-23	88%		40%	34%	0%

11. High School Graduation Rate

Year	4 Year Cohort	5 Year Cohort
2020-21	N/A	N/A
2021-22	N/A	N/A
2022-23	N/A	N/A

12. Educational Opportunities Coursework (High School)

Year	Advanced Placement Enrollment	CTE Enrollment	Early College Enrollment	Dual or Concurrent Enrollment	Other
2020-21	N/A	N/A	N/A	N/A	N/A

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2021-22	N/A	N/A	N/A	N/A	N/A
2022-23	N/A	N/A	N/A	N/A	N/A

13. Literacy: Data Source # 1 Pals

Year	Proficient Student %	Grade Pre-K %	Grade _ %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21	96%	96%					
2021-22	97%	97%					
2022-23	not available yet	not available yet					

14. Literacy: Data Source # 2 N/A

Year	Proficient Student %	Grade _ %	Grade _ %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21							
2021-22							
2022-23							

15. Mathematics: Data Source # 1 TSG

Year	Proficient Student %	Grade Pre-K %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21	100%	100%				
2021-22						
2022-23						

16. Mathematics: Data Source # 2 EMDI

Year	Proficient Student %	Grade Pre-K %	Grade _ %	Grade _ %	Grade _ %	Grade _ %
2020-21	N/A	N/A				
2021-22	88%	88%				
2022-23	not available yet	not available yet				

17. Principal Profile

Year	Year(s) in the Role	Year(s) in the Role at Current School	Level of Education			
			Bachelor's Degree	Master's Degree	Ph.D.	Professional Principal Certificate
2020-21	3	1		X		X
2021-22	4	2		X		X
2022-23	5	3		X		X

18. 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+
2020-21	3	0	100%	33%		100%	1	1	1

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2021-22	2	0	100%			100%	1	1	
2022-23	1	0	100%			100%		1	

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.

As a charter school, we are expected to look closely at our data. The Charter Commission requires us to put together a comprehensive end of the year report each year with all of our data triangulated, disaggregated, and analyzed. Each year we look at all of our learners’ NWEA data to determine whether they were proficient or not and if they met their individual growth target or not. Locally within our building we also use a variety of other formal and informal assessments to triangulate our data including, but not limited to, Fountas and Pinnell as a reading assessment, pre and post assessment specific to learning targets, individual or small group check-ins with facilitators, etc. We have also added the IXL Diagnostic tool, TSG, EMDI, and PALS (Phonological Awareness Screening) for grades pre-K to grade 2. All of these data points are used to help facilitator's guide the instruction for each learner individually.

Beyond academic data we also look closely at our demographic data and school climate data. Our demographic data helps us truly understand our population of learners and their families and our school climate data helps us make sure that we are meeting all of our learners and their families needs socially and emotionally not just academically. We use our beginning of the year paperwork to determine our demographic data and the Panorama Survey in the Spring of each year to give us good school climate data.

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.

As a charter school, having a clear process for collecting attendance data is imperative. Our facilitators enter attendance daily by 8:15, and shortly thereafter phone calls are made to the families of learners that are not excused. In addition, emails and texts are sent to families. Once a month, we send home a written attendance audit to inform families of the number of absences and tardies for each learner in the family. When we notice a pattern of absenteeism, school administrators reach out to families to schedule a staffing meeting to discuss strategies for getting the learner back in school. In these circumstances facilitators, administrators and Maine Behavioral Health, form a partnership with the families to help support learners who are struggling with the underlying causes of truancy, absenteeism, and tardiness.

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.

Our school community believes strongly in preventative behavior management. By establishing a cohesive school community and strong connections with learners, we work to provide a safe learning environment for all. We begin with each classroom community establishing a Vision and a Code of Cooperation that become living documents in each learning space. These documents help set the tone and allow learners to understand the consequences of negative behavior. Facilitators use procedures and strategies from Responsive Classroom to develop strong relationships with learners and their families, to celebrate successes and to provide logical consequences for negative behaviors. Each morning, facilitators lead a Morning Meeting, where there is a greeting, share, message, and activity. This Morning Meeting is a tool to frontload the day in a positive way. We also use the Responsive Classroom strategies of Reinforce, Remind, and Redirect and have read articles about how important this language is to use with learners. Facilitators reinforce positive behavior by using “Brag Tags” as a method to celebrate learner success and as a tool to communicate with families about the positive things a learner does throughout the school day. Our facilitators are supported with workshops led by our special education facilitator who provides professional development on Positive Behavior Plans.

Communication regarding expectations for learner behaviors are shared with families in a variety of ways including our Learner Handbook, newsletters and social media. When a learner struggles to follow the classroom Code of Cooperation and the learning is impacted, facilitators may use partner classrooms in order to give a learner a space to decompress and process. The administrative

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office is informed of recurring behaviors through the use of an “orange slip”. This slip, written by the facilitator, notifies the administrator of the concern and he/she will intervene as necessary. When a learner needs additional support with these expectations, we have an effective system in place for Tier I and Tier II response which includes Maine Behavioral Health and the team of educators that work with the families. In extreme situations, administrators may issue a suspension which is summarized in a written letter for families. Upon re-entry, administrators and facilitators meet with family members to ensure the learner understands the reasons for the suspension and what is expected in the future.

2d. Describe your student disciplinary consequences in relation to the student code of conduct. Identify positive and restorative interventions that are evidence-based.

First and foremost, our school is a PBIS school. We are always building on our work with promoting and modeling safe, respectful, and responsible behaviors. Our school has a learner code of cooperation policy. If this policy is broken the learners go through a process to repair and fix the behavior. Part of this process is making positive behavior plans with the learner and the family. Behavior slips are written when a behavior has occurred which is given to the principal for further investigation with all parties or child involved. Facilitators have strong connections with the families and will often make phone calls home for positive reasons on a weekly basis. Our school also does Raven Rewards for outstanding positive behavior. The Raven Rewards can be given to any child by any staff in the building. Once a week we have a school wide assembly to acknowledge and draw Raven Rewards.

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 are a 1-to-1 district. Every learner is equipped with an Ipad. Learners use the Ipad to practice skills and show their understanding of learning through projects, presentations, and typed documents. A challenge that has existed for us has been a challenge to get all facilitators professional development on using NWEA, Infinite Campus, and Empower. Our NWEA data helps to drive our instruction to allow for us to meet each learner where they are at academically. Our challenge has been to find the time for professional development to happen. Currently we are using the beginning of the year staff meetings to introduce and explain how NWEA, Empower, and Infinite Campus are used.

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

We use a variety of tools to gather feedback from all of our stakeholders. The large tool that we use at the end of the year is a Panorama Survey supplied to us by the Charter Commission. This survey looks at multiple areas including school safety, communication, rigor, relationships, ect. Each spring we send the link out to families, staff, and learners (grades 3+) to gather their input. At the end of the school year, we then take this information, reflect on it, and try to improve any weak areas the following school year. As a result of using this tool we have been able to address several findings. In particular we discovered we needed to provide better communication between all stakeholders, we tried several approaches to improve this including but not limited to a district newsletter sent home to families along with encouragement to share immediately with the school any concerns or issues they may be experiencing. By openly giving out contact information, and being present as much as possible, it has cut down tremendously on families holding onto their concerns or issues with our school. Other finding for this past school year indicated an increase in quality or satisfaction in 8 areas from the previous year as well as a decrease in 5 areas from the previous year.

The greatest increase on the survey was in areas of school leadership and school climate reported by teachers and staff respectively. The survey also indicated areas that needed attention to increase points are school climate and staff/leadership relationships. Lastly, anytime that a family decides to leave our charter school to enroll elsewhere we conduct an exit interview with the family to gather feedback, negative and positive. This feedback is used to help us move forward and continue to improve the quality of our school and family experiences with our school.

Overall, the Panorama Survey has been a great tool to gather information from families and staff to help us set future goals for improvement.

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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.

N/A

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>Relationship building with families and learners to foster community.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> * Enhance family engagement nights and events so families get into the physical space again. * Use Seesaw schoolwide so parents have a single platform for engaging with CRCS. * Continue groupings for learners that are responsive to the relationships they have with adults and other learners in the building.
<p style="text-align: center;">Strength</p> <p>Our mission and vision for meeting learners at their own social-emotional levels, as well as academic levels.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> * Continue to revise learning progressions so facilitators, families, and learners understand how learners are grouped and regrouped for academics. * Develop more pre and post assessments to ensure learners are placed appropriately in classes. * Continue work with Responsive Classroom about developmental progressions and impact on learning
<p style="text-align: center;">Area for Improvement</p> <p>Improving the number of students who meet their projected growth target in math.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> * Using a formal assessment other than NWEA to assess more regularly (ex. IXL diagnostic) * Look at our RTI process to figure out what is working best * PD time to look closer at the Learning Continuum * Use a support staff to do pull out math supports * Look into other instructional resources * Using Number Corner in every classroom
<p style="text-align: center;">Area for Improvement</p> <p>Improving the number of students who meet their projected growth target in reading.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> * Using a formal assessment other than NWEA to assess more regularly (ex. IXL diagnostic) * Plan some F&P collaborative scoring time * Plan and implement more literacy events * Conferring * Continue using Words Their Way program

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Area for Improvement	Possible Action Steps
<p>Decreasing chronic absenteeism rates by continually improving school culture and climate to create a safe and welcoming environment through use of Responsive Classroom and PBIS practices.</p>	<ul style="list-style-type: none"> * Increase family communication to build relationships that promote learners being in school by using the Seesaw app school wide. * Report monthly attendance audits for families about attendance policies * Provide asynchronous work opportunities when learners are out with COVID or other prolonged illness * Increase family engagement nights to promote learner and family involvement with the school

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.

The team has reviewed the data and determined that researched based solutions needed are centered around math progressions, literacy, and school culture and climate. The solutions were identified and matched with our priority needs by analyzing the data as a team and developing goals to achieve solutions.

Section 3: Professional Practice

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

All learners (ages 5 and up) in the Cornville Regional Charter School are assessed using NWEA three times during the school year and results are recorded and tracked on a Master Data Sheet. This sheet is used to determine instructional programming. Our learning management system is Empower. Facilitators use Empower to view what learning targets learners need to work on or are already proficient at. This helps instruction, especially in small groups. Monitoring is done continually throughout the academic year. Facilitators have shown learners how to access Empower themselves so they can have more ownership of their learning and decide what to do during any individual work time. There are also various assessments that facilitators may do throughout the year such as pre-tests to see what they already know, writing prompts to gather data on what should be worked on, and informal observations. Younger learners are also assessed on which high frequency words they know and which they don’t. Those are assessed throughout the year. Learners in grades K-8 undergo the Fountas and Pinnell Benchmark Assessment System (F&P) three times yearly to monitor reading growth. F&P scores are recorded on the district Master Data Sheet.

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

We use a variety of tools to create and maintain individual instruction plans for our learners. All learners take the NWEA assessment in the Fall, Winter, and Spring. After the Fall and Winter administration, facilitators can look up in NWEA and see exactly what targets each individual learner needs to be working on. We are also looking to start using the NWEA Skills Navigator in the Fall which is a practice tool in NWEA that facilitators can assign to learners and get direct feedback on progress. Beyond NWEA, our

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facilitators use IXL in a similar fashion. The app allows facilitators to assign a math or ELA target for learners to work on, and in the facilitator portal they can view each individual learners progress. As a building, we also group and regroup learners based on academic need. Therefore, a learner is able to flow into whatever classroom is working on the target that they need in that moment to give them their individualized instruction. In addition to NWEA and IXL, facilitators use our Fountas and Pinnell Assessment to create and maintain individual instruction plans for learners. They use the data in all areas of the assessment including fluency, accuracy, and comprehension to inform instruction as well as group and regroup learners according to what they need. Facilitators also use Words Their Way for spelling word lists as well as the Developmental Spelling Inventory. Lastly, our learning management system, Empower, is where all of our curriculum and targets are housed. In that system, we have the ability to create pathways for learners to follow that are specific to learning targets and again facilitators can see the progress through their portal.

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.

Through continuous data monitoring, we are able to connect learners with supplemental interventions that are needed through push in and push out models. Our Title I program uses Leveled Literacy Interventions (LLI).

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

Susan Martin, Building Principal
 Tammy Wyman, SPED Director
 Elizabeth Firnkes, Learning Specialist

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.

1. CRCS will increase family engagement and communication to aid with attendance, improve communication, and encourage families to volunteer. Our goal is to decrease our chronic absenteeism rate to 25% or less in the 2022-2023 school year.
 - a. Family engagement nights - Feed the Family night, STEM night, Minute to Win It night, Empower/Seesaw nights, etc.
 - b. Empower as a Learning Management System, Seesaw as a communication tool
 - i. Communication with families
 - ii. Sharing evidence of learning with families
2. CRCS will use data to inform research based instruction by providing staff with professional development and then scheduling time for teams to meet to evaluate data. When focusing more on data, our goal is to survey facilitator's self efficacy around using data to support instruction. Our intent is that by familiarizing our staff more with how to use data, we will see greater gains, especially with NWEA growth target gains. Our goal is to see 60% of our learners meet their math growth target on the NWEA in the 2022-2023 school year, and 60% of our learners meet their reading growth target.
 - a. PD around NWEA reports
 - b. Empower
 - c. Formal RTI process
 - d. Staff meeting time and common planning time for teams to collaborate
3. CRCS will use a school wide PBIS system and Responsive Classroom trainings around the implementation of social/emotional and positive behavior systems to aid with explicit teaching of self regulation with learners.
 - a. Responsive Classroom PD
 - b. PBIS PD
 - c. Whole school assemblies that focus on social/emotional needs and Habits of Mind focus

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

Academically, our school leadership team is continuing to refine our Response to Intervention system. The Title I facilitator and building administrator are putting together a more comprehensive guidebook for facilitators about how to identify learners who need academic interventions and supports and how to get those supports to the learners. During Friday staff meetings, we have an opportunity for staff to raise concerns about learners. Any learner who is identified as a concern then gets a staffing meeting scheduled. We are working on RTI for behavior and academics.

For behavioral RTI, we will be employing a number of different tools and strategies for the 19-20 school year. For one, the staff has revisited our behavioral documentation sheet to go more in depth about the tiers of interventions. We used the book *An Educators Guide to Schoolwide Positive Behavioral Interventions and Supports: Integrating All Three Tiers* (Jason E. Harlacher and Billie Jo Rodriguez) to ground us in some common language and practices. We identified what we currently have in place for Tier I interventions and then chose additional interventions to put in place. We noted that last year we were reinforcing Tier I specific positive feedback but not doing so in a high frequency manner, so we decided as a staff that next year we would be more committed to paying attention to the frequency amount of Tier I recognitions. We also noted that we needed more long term acknowledgements for Tier I expectations, so we added in award assemblies for specific Habits of Mind, and added a weekly shout out video from the principal. In this shout out video, learners are recognized for their role in consistently following school wide expectations.

For Tier II, we decided to add two programming elements to our day. One element is “Check In/Check Out”. We have an exceptional general Ed Tech who is able to connect with the learners needing an additional support at the Tier II level. We also re-introduced Learning Coach block to our week, which is a form of the PBIS Strategy “Check and Connect”. This is a block of time when 8-10 learners are connected with an adult in the school who they get guidance and support from.

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).

Results of universal screener and assessment data is reviewed and an appropriate cut-off is established based on the results. Facilitators recommend learners based on assessment and classroom performance data.

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.

Our district will conduct pre-transition opportunities where students can visit other buildings and campuses. We will also conduct field trips that are inclusive of all the buildings to build a sense of community. The Middle/High School students will all create and revisit Career Action Plans that are tied to at least one of the 16 career pathways for Post-Secondary experiences. We will provide dual enrollment for those students that meet the requirements and we will also provide every student with the opportunity for internship and apprenticeships as often as possible.

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Section 4: Personnel Policy and Procedures

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

Our PEPG teacher evaluation system is based on Marzano. Facilitators set goals at the beginning of the year in iObservation. Building administrators then conduct observations on the goals. These observations along with periodic feedback are used to align professional learning and development for staff.

We also provided some professional learning opportunities this year based on social emotional needs that facilitators and administration were noticing with learners. The impact of trauma on our kids became more apparent this year and so we lined up some trainings about ACES (Adverse Childhood Effects).

One way we personalized professional learning this year was by offering staff individualized professional development days. The building administrator generated PD ideas with individual facilitators and set up individual professional plans for facilitators based on classroom observations and self reflections.

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

As a district we offer a variety of professional learning/development opportunities. The requirement for our district is that all instructional staff are trained in proficiency based education and Mass Customized Learning. As a district we are part of the Maine Cohort for Customized Learning, and this membership allows us to send multiple staff to a variety of their trainings each year for free as part of the membership dues.

Our business office is now tasked with monitoring certifications and helps facilitators get their paperwork for certifications in a more timely manner. The administrators in our district have also received more training on what to look for in transcripts as they navigate conditional certificates with staff. We also have a Learning Specialist that works with facilitators on mentoring goals related to certification. As a district, we continue to offer tuition reimbursement to courses that further a facilitator's instructional goals.

Lastly, one new change this year in our district was to start bringing in newly hired staff as soon as possible to start "getting their feet wet" with our district. This spring, we hired some new facilitators for the 2019-2020 school year but brought them on to finish the school year with us as Ed Techs so that the new staff could get some professional development and get acclimated earlier in the process. This has allowed us to do more onboarding with our staff

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

As a district we have increased recruiting this year. We rely on word of mouth for attracting new teachers but also use Serving Schools to interact with teaching candidates. We also visited a local college this Spring to speak with and recruit some recent educational graduates. Evaluation is done through our PEPG system in iObservation. Rewarding instructional staff is done informally and formally. Some rewards include verbal recognition, a paid lunch out, breakfast and snacks provided, etc. Formally we have started to write positive notes of recognition for staff files.

When we have staff leave, our replacement process includes posting job description on Serving Schools. We also have started to look at transitioning ed techs into long term sub roles as we wait to fill the classroom candidate position. This way it is an adult that is already familiar with our school as we wait for a classroom candidate. Once candidates have applied, we use a three part hiring process. The first step is a Strength Finder interview which looks directly at candidates philosophy, mission, and vision of education. The second step is a more formal, traditional interview with a committee, and the process ends with a formal third interview with the executive director who then puts the names forward to the Board of Directors. We also invite candidates into the school to tour and spend time with us prior to interview with executive director.

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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.

As previously mentioned in this CNA, one of our priorities has been to improve our methods of inducting new staff as an effort to also retain staff from year to year. When new staff comes on board, we have a number of new procedures in place. For one, we are having new staff come on board as soon as possible to start getting acclimated with our district. Teachers hired for the fall are given the opportunity to come in during the spring as an Ed Tech or substitute capacity as they get to know learners, other staff, and receive some professional development prior to stepping full time into the facilitator role. We have found this to be successful so far.

Once staff is hired, they are presented with an onboarding letter that welcomes them to the district and outlines some key important details (when to move into the classroom, who to contact with questions, etc). The building administrator is around during the summer to work closely with new facilitators and also shares her cell phone contact with new facilitators so that she is always reachable. A comprehensive document that outlines how things work at the school is currently being crafted by facilitators so that new staff has one place to look when looking for information. Additionally, we have started making training videos that demonstrate how to use different online tools such as Empower, NWEA, etc. Beyond training videos, we are also working with the Maine Cohort for Customized Learning to gain access to Eduplanet 21 which houses digital onboarding modules for MCCL practices. All employees will be expected to complete these modules. We also are filling a Google Team Drive with relevant resources and have hired a new position, a Learning Specialist, who will work closely with our facilitators through mentoring and modeling.

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

Our school leader meets weekly with other administrators in our district to collaborate and gain feedback about setting and maintaining the Mass Customized Learning vision that the three schools in our district share. While our vision and mission highlight our big picture goal of meeting learners where they are at and using individualized, personalized instruction to move learners ahead towards a path of proficiency, every small picture, day to day action, is capable of advancing us towards our vision. Our school leader is often in classrooms, giving facilitators and learners feedback about how our curriculum, instruction and assessments can be enhanced to get us closer to our vision.

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

Our district currently has a district leadership team that is comprised of administration and facilitators throughout our district. We also have a Tier III school leadership team. The Tier III team has been primarily focused on the development and writing of the CNA, but our creation of a Tier III team also has initiated a movement towards more distributive leadership in the school. For this coming school year, our Tier III team is setting the groundwork for distributive leadership by way of facilitator led assemblies, facilitator led staff meetings, and special projects per facilitator. Special projects will include but is not limited to spearheaded professional development around bar modeling, Apple classroom, SIG leadership, instructional planning, curriculum planning, and RTI documentation.

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.

Our administration team consults with outside organizations, such as the Maine Cohort for Customized Learning. We collaborate with other charter schools in the state as well. Lastly, we have started to build more internal capacity amongst our leadership team by having more focused meetings around single topics that allow us to go for more depth over breadth while looking at decision making that influences curricula, instruction, and professional learning.

4h. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

We place learners "where they need to be, when they need to be", which means that our learners move among multiple facilitators as needed for different social, emotional, and academic needs. We do not allow families or learners to request particular facilitators.

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Section 5: Family and Community Engagement

5a. Describe how families are involved in the design, implementation, and evaluation of the school's instructional program. Specifically address how you ensure the involvement of families with diverse perspectives, representative of your school population.

We offer multiple ways for our families and community members to be involved in the design, implementation, and evaluation of our school's programming.

The first way is through our Strategic Design, a living document that is used to house all of our guiding principles, core values, mission, and vision. The document was created back in the Spring of 2017. It developed out of a workshop hosted by the school which involved all stakeholders (staff, community members and leaders, board members, families, and learners). The idea is that everything the school does instructionally is driven by this document. We revisited this document in the spring of 2022.

We also offer electives multiple days a week to our learners. These activities are ones that offer an array of unique offerings to our learners during the school day. Some activities include gardening, knitting, painting, gym games, woodworking, etc. Our families and community support these instructional programs through a variety of ways including hosting a SIG (offering their special talent or passion) and/or donating materials.

Lastly, at CRCS we have an open door policy for families to come in, discuss programming, observe in classrooms, volunteer in classrooms, and give constructive feedback as it relates to programming.

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.

As a school, we use a variety of different assessment techniques with our learners, staff, and families to collect data on our school climate. Our most formal way is using the Panorama Survey (provided to us by the Maine Charter Commission). This is an anonymous survey given to learners grades 3 and up, all families, and all staff. They give us feedback on a variety of topics included but not limited to climate and culture, leadership, relationships, rigor, and school safety. We use this feedback to change and improve each year.

With families, we also use our Facebook page to gather ongoing feedback related so specific events or activities happening around the building and district. We also have our facilitators and administrators reach out to families to solicit feedback throughout the year.

With all learners we use a variety of much more informal feedback techniques. We use parking lots and feedback loops as well as beginning to use a check-in/check-out system. This system is really important because it gives the adults in the building immediate feedback regarding the different parts of each learner's day. Informal conversations with our learners is also a large part of gathering their feedback on a regular basis.

With staff, we use our weekly staff meeting time to discuss school climate and make changes as necessary. This frequent collaboration time gives us the means to collect feedback and make immediate changes if needed.

Lastly, as families leave our district we mail them out an exit survey which asks them to give us feedback on positives they experiences as well as any constructive feedback they have for our district. This information is then stored in our business office.

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

NA

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

The Title I program will provide opportunities for parents to become involved in the growth and development of their child with the continued approach of an open door policy.

We host Celebration of Learning events that are school wide but also specifically target families of Title I students. We provide for our Title I families activities that are designed to model and teach parents strategies that can be done at home with their child. With these activities is a take home book bag that includes books that are at the appropriate reading level for the individual learner. It is important for these activities to include materials for parents to utilize at home and reinforce the concepts/strategies being used at home.

We also communicate with our parents through Seesaw. Seesaws also used to warehouse work samples for parents to track their own child’s progress. It is our goal to break down barriers between school and home so that it is as seamless as possible between the two environments maintaining open communications.

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

Bringing the community into our programming is an important partnership to our school. Our learners participate in the SNAP Education program provided by Somerset Public Health. Facilitators bring in community helpers, like a police officer, ambulance driver, Firefighter Rick, and every month we have a literacy visit with the Skowhegan Library Librarian who comes to expose us to different books and activities. We hand out community flyers from our neighboring towns to inform our families of events and information from our communities. Our food program includes Maine grown grains, meats, and dairy. We partner with the Maine Meal, who provides us with healthy foods from our state. Our learners from our Downtown Campus use the Skowhegan Public Library, purchase local items from surrounding stores, and work on community service projects to help the town of Skowhegan. We also contract with Maine Behavioral Health to provide counseling services to all of our learners across the district.

Section 6: Accountability

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

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
EMDI	Math	3 times a year, fall, winter and spring	We use our results to help inform instruction in each classroom. We look at each learner’s score breakdown to see their strengths and weaknesses so we can target their instruction. As a school we use the scores and different graphs to reflect on curriculum and overall instructional strategies.	<u>Staff</u> - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times. <u>Families</u> - At the end of each testing period, families receive paper copies of their learner’s report.
TSG	Math	3 times a year, fall, winter and	We are using TSG as a tool to triangulate data and help project growth on assessments.	<u>Staff</u> - At the end of each testing

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		spring		period, staff gather and analyze all data, and have discussions during staff meeting times. Staff are also encouraged to look at all of the different graphs available for their particular group of learners to help inform instruction after each testing window.
PALS	Literacy	3 times a year, fall, winter and spring	We use our results to help inform instruction in each classroom. We look at each learner’s score breakdown to see their strengths and weaknesses so we can target their instruction. As a school we use the scores and different graphs to reflect on curriculum and overall instructional strategies.	<p><u>Staff</u> - At the end of each testing period, staff gather and analyze all data, and have discussions during staff meeting times.</p> <p><u>Families</u> - At the end of each testing period, families receive paper copies of their learner’s report.</p>
	Literacy			

6b. Describe the procedures for measuring and reporting annual student progress.

Throughout the year, after each testing session, the data is downloaded as a CSV file and input into Google Sheets. From there the data is analyzed using formulas. At the end of the year, the data is broken down even further looking at learner percentile growth as well as whether or not learner’s met their individual growth target. We compare and analyze growth Spring to Spring, Fall to Spring, and broken down by different cohorts of learners for both math and ELA. Once this data is analyzed, an End of the Year Monitoring Report is submitted to the Charter Commission for their review as well as a narrative description of the data.

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

District wide we use our assessment results for both individual planning for learners as well as changing and tweaking our instructional practices; therefore we use our data to drive instruction. One of the biggest improvements we have made is looking at and increasing the rigor level for instruction. We look closely at when a learner is demonstrating proficiency on a specific skill or concept are doing so with the accurate rigor level. What this means is that facilitators are making sure that learners are using analysis level skills to analyze their knowledge and understanding as opposed to just retrieval of the information.

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

At the end of each trimester, families receive their learners’ data comparing growth this year as well as comparing them to their typical aged peers.

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Section 7: English Learner Data Collection and Analysis

(If any school within the district has at least 10 ELs, you must complete this section.)

Not Applicable.

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.

Across our district we coordinate with multiple programs within the community. Our biggest partnership is with the Maine Cohort for Customized Learning. We get a variety of professional development as well as our curriculum and learning management software through the cohort. In addition to the MCCL, we also partner with Somerset Public Health for community involvement projects, as well as Kennebec Valley Community College has a partnership with Overman Academy for our learners to do dual enrollment and take some college level courses. Our final large partner is with Gear Up which is preparing our learners for post secondary readiness.

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.

Our team will meet on a monthly basis to discuss the progress towards our goals, plan out our steps to continuing to achieve our goals, and check in on our report outs to all stakeholders. Our team will use our weekly staff meeting time to share out goals and the process for achieving those goals with all staff in our Cornville building. We also have two different leadership teams that meet on a regular basis. Our district leadership team meets on a monthly basis and includes leaders and stakeholders from all three buildings in our district, and our administrative leadership team meets monthly and that includes our executive director and all three building administrators. Lastly, our Board of Directors meet monthly and during those meetings are when a representative from the I team will give a brief report out to them on our goals and the progress towards meeting the goals.

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.).

Local Funds (supplies, materials, salaries/benefits as needed)
 Title I (salaries, benefits, materials, and supplies)

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Title II (professional development)

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.

Title I funds and local funds will be used to pay for additional staff (Ed-Tech) to provide targeted instruction for learners and building fluency in both reading and mathematics.

In addition, the School Wide Funding will be used to purchase curriculum and materials for providing research based instructional strategies.

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

We have carefully outlined a budget in Grants4ME each year.