

MSAD #17 Comprehensive Needs Assessment and Federal Funds Plan Summary

Each year, MSAD #17 conducts a comprehensive needs assessment to determine how federal education funds will be used to support students, families, and staff. This process, required under the Every Student Succeeds Act (ESSA), brings together educators, administrators, families, community members, board members, and district leaders to review student achievement, attendance, school climate, and other key indicators in order to identify priorities for improvement and guide funding decisions.

For the 2026-2027 school year, MSAD #17 has been allocated \$1,675,771.26 to use for direct services and enrichment for students, professional development for teachers and administrators, and technology. The following information explains the process for determining use of these funds.

For more information about the 2026-27 application process and use of funds, or to provide feedback on the plan, please email Lynn Newell at l.newell@msad17.org.

How the District Identified Priorities

The district's planning process included representation from all seven schools and a broad range of stakeholders, including parents, teachers, school administrators, district staff, community partners, and board members. Stakeholders reviewed multiple sources of data, including:

- STAR Reading and Math assessments
- Maine Through Year Assessment (MYTA) and NWEA results
- Attendance and chronic absenteeism data
- Student, family, and staff climate surveys
- Social-emotional learning survey results
- Professional development surveys and instructional data

School Leadership Teams analyzed school-level data and identified local strengths and needs. Findings were then shared through district leadership structures, including I-Team meetings, district advisory groups, and school leadership teams, to develop districtwide priorities. The district reviews progress throughout the year and formally reevaluates goals annually through ongoing data analysis and stakeholder feedback.

Key Findings

The needs assessment identified several areas of strength across MSAD #17:

- Students are demonstrating positive growth in reading and mathematics.
- Reading achievement remains strong across many schools.
- Schools are effectively using instructional coaching, assessment data, and evidence-based curriculum practices.
- Attendance and chronic absenteeism have improved through proactive supports.
- Positive school climates and strong student-adult relationships continue to support student success.
- Behavioral outcomes have improved, including reductions in exclusionary discipline practices.

The assessment also identified several areas requiring continued attention:

- Mathematics achievement remains below district goals.
- Achievement gaps persist for students with disabilities, economically disadvantaged students, and other historically underserved groups.
- Attendance challenges remain, particularly among high-needs student populations.
- Consistent implementation of high-quality instruction and Multi-Tiered Systems of Support (MTSS) across all schools remains a priority.

District Goals for 2026-2027

Based on the needs assessment, the district established three measurable goals:

1. Increase the percentage of students scoring at or above the 40th percentile on STAR Math from 47.9% to 53%.
2. Increase the percentage of students scoring at or above the 40th percentile on STAR Reading from 60% to 65%.
3. Reduce chronic absenteeism from 26% to 21% or lower.

How Federal Funds Will Support These Goals

Federal funding, including Title I, Title II, and Title IV funds, will be used to support the district's priorities through evidence-based programs and services.

Improving Academic Achievement

Funds will support:

- Additional intervention staff to provide targeted support for students who are struggling academically.

- Summer learning opportunities and after-school programs focused on literacy and mathematics.
- Professional learning and instructional coaching aligned to student needs and district goals.
- MTSS processes that help schools identify students who need additional academic support and provide timely interventions.

Supporting Student Engagement, Attendance, and School Climate

Funds will support:

- Positive Behavioral Interventions and Supports (PBIS) training, coaching, and implementation.
- Attendance monitoring and intervention systems.
- Social-emotional learning and student wellness initiatives.
- Programs designed to strengthen school connectedness and create safe, supportive learning environments.
- Family engagement initiatives, including school-family compacts and engagement plans.

Expanding Learning Opportunities

Title IV funding supports:

- Outdoor and experiential learning opportunities through partnerships at Roberts Farm Preserve.
- Before- and after-school enrichment programs for students with higher levels of economic need.
- Technology and data systems, including SWIS, that help schools monitor student behavior and implement effective interventions.

Monitoring Progress

MSAD #17 will monitor progress throughout the year through regular School Leadership Team meetings, district I-Team reviews, assessment cycles, attendance monitoring, and school board reporting. Results will be shared with staff, families, and the community through newsletters, board reports, presentations, and the district website.