**LEA**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **School Year \_\_\_\_\_\_**

**Federal Programs Coordinator**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Superintendent or Designee**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Team Members and Titles:**

The plan must be developed through collaboration with teachers, including teachers in Title I schools, paraprofessionals, principals, administrators and parents. Please list all planning team members, as well as their titles, below.

**Needs Assessment Participants**

**1.** List the names of the participants and indicate their affiliation. Teachers in Title I schools must be represented.

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| **Name** | **Title** | **Position/School** |
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**2. List the data sources used to analyze and determine Professional Development and class size reduction teacher needs.**

**Needs Assessment Results**

**3. Summarize the key findings of the most recent needs assessment and explain which needs the district identified as having the highest priority for ESEA Title II, Part A funding.**

**This summary should include an assessment of the local needs for professional development, teacher recruitment and retention, as well as the data on which the conclusions are based.** All activities proposed in the application, including class-size reduction, must be reflected in the needs assessment summary.

**4. Provide a description of how the planned professional development activities will improve the teachers’ ability to have a measurable impact on student academic achievement.**