MAINE DEPARTMENT OF EDUCATION

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

SAD/SAU: MSAD1/RSU 79

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Signature of the Superintendent X	Date: 10 July 2025

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
Desiree Albert	Parent(s)/Guardian(s)
Marcie Young, Mike Waugh, Angela Bernier, Lisa Gordon	Teacher(s)
Sherry Plissy Sue Richards Melissa Buck Jennifer Bourassa, ESEA Coordinator	Title I Staff
Dan Duprey Chris Hallett William Guerrette Mark Stanley Barbara Bartlett David Bartlett Joe Greaves	School Administrator(s)
Ben Greenlaw Jennifer Bourassa Megan Stanley	District Staff
Allison Reed Holly Vigue	School Counselor(s) (if applicable)
Llori Kierstead Kevin Sipe	Community Member(s)
Lisa McKenna	Homeless Education Liaison
Angel McNeal	Data Administrator(s) (if applicable)
Chris Hallett	EL Coordinator(s)/Teacher(s) (if LEA has at least one EL)
Lucy Richard John Harvell Cole Staples Peter Deschaine	Board of Education Member(s)
Paula Perkins, OTC	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.
Updates to the CNA start in September for the upcoming year. After the Fall NWEA testing, and review of data from that administration, a full district administration meeting is in October in which the CNA cycle is initiated. Building administrators work with building teachers and ed tech staff from November to February to analyze data and finalize building-level needs for the

upcoming year. (meetings with faculty are the second and fourth Tuesday of the month, and there is a mid-October data review across the district) The Director of Curriculum collates the meeting notes from building principals to build the first draft of the CNA. The CNA draft document is exported to Google docs and shared with staff for comment.
The MSAD #1 Curriculum Board Committee receives monthly updates on the status of curricular programming, data analyses, grant projects and CNA projects as they come up during the school year. The May Board meeting includes a draft of all district goals and projects, including ESSA and Title projects for individual schools.
There are department specific meetings held as needed with the EL coordinator and the Homeless Education liaison. Meetings with the OTC (the private school connected to the district) are typically held through phone and email communication with a single planning meeting in June.

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

One of the elements we tried to build into this process was a distributed model of planning and discussion rather than a top-down process – although we started with strategic planning at the administrative team and school board levels. This distributed model facilitates communication about the CNA since members of each building are actively participating in the developing of the building level needs assessment.
Once the document draft is completed, each principal will present the document to the entire faculty for feedback and comments. The next round of commentary will be from the community stakeholders and MSAD 1 School Board members.

There was a public presentation of the CNA at the May Board meeting. (May 20, 2025)

The final draft is also posted on the district website for commentary once the document is in final draft form.

Section 2: Data Collection and Analysis

The SAU must include updated information in Section 2: Data Collection and Analysis for each of its individual schools that run Title I Schoolwide Programs. Achievement data must be school-level data on State assessments and other Accountability indicators utilized in Maine's Model of School Support.

Collection
Disaggregated Data Required:

Nonibinary: 3 students .19%

1. Student Demographics

	Year 2022-2023			Year 2023-2024			Year 2024-2025		
	#	%	State Average	#	%	State Average	#	%	State Average
All students	1747			1688			1586		
Male	897	51.3		870	51.5		811	51.1	
Female	845	48.4		814	48.2		771	48.9	
American Indian or Alaska Native	99	5.7		65	3.85		65	4.1	
Asian	29	1.7		16	.95		14	.88	

Native Hawaiian or Other Pacific Islander	4	.2		6	.36		6	.38	
Black or African American	37	2.1		15	.89		15	.95	
Hispanic or Latino	52	3		61	3.61		40	2.5	
White	1523	87.2		1463	86.7		1372	86.5	
Two or more races	7	.4		61	3.6		57	3.6	
Children with Disabilities (*IDEA*)	276	15.79	18.61%	280	16.6	18.9%	288	18.16	18.54%
English Learners (ELs)	3	.17	3.3%	11	.65	3.13%	11	.69	3.1%
Economically Disadvantaged Students	750	43	43.04%	796	47.16	41.92%	792	49.94	39.85%
Homeless Students	12	.7	1311	15	.89	1405	18	1.13	1537 (3.1%)
Migrant Students			121			141	0	0	131

Public Funded Counts by Student Group

2. Title I

Year	Program Enrollment	Population %
2021-22	172	27
2022 – 23	178	27
2023 – 24	177	28
2024-25	173	31

3. Community Demographics (from last census)

	Year 2022-2023			Year 2023 - 2024			Year 2024 - 2025		
	#	%	State Average	#	%	State Average	#	%	State Average
Community Members	11914								
Male	5657	47.5							
Female	6257	52.5							
American Indian or Alaska Native	280	2.35							
Asian	79	.6							
Native Hawaiian or Other Pacific Islander									
Black or African American	107	.9							
Hispanic or Latino	162	1.36							
White	10939	91.8							
Two or More Races	439	3.7							

4. Teacher Demographics

	Year 2022-2023			Year 2023 - 2024			Year 2024 – 2025		
	#	%	State Average	#	%	State Average	#	%	State Average
Teachers	133			136			138		
Male	29	22		25	19.85		30	21.7	
Female	104	78		109	80.15		108	78.2	
American Indian or Alaska Native	2	1.5		2	1.5		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	1	.75		1	.74		1	.72
Hispanic or Latino	2	1.5		2	1.5		2	1.4
White	129	97		132	97		135	97.8
Two or more races	0	0		0	0		0	0

5. Homeless Students Identified

Year	State Average	Total Identified	% of Total Student Population
2022 – 23	1.9	12	.69
2023 – 24		15	.69
2024 – 25		18	1.13

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)
2022 – 23	0	28	0	7	0	3	3	5	41
2023 – 24	0	27	2	31	0	0	3	36	126
2024 – 25				12	1	3 (other)	3	45	115

7. Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2022 – 23	0			
2023 – 24	0			
2024 – 25	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
2022 – 23	215	12.3	30	137	78		
2023 – 24	170	10		131	98		
2024 – 25	238	15		162	76		

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	Counseling

							Anger Management	
2022 – 23		0	4		0	0	10	35
2023 – 24		0	15		0	0	8	25
2024 – 25			16					

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
2022 – 23	89.5			33.68	2.4
2023 – 24	90.22		12	33.19	3
2024 – 25	90.86			32	2.4

11. High School Graduation Rate

Year	4 Year Cohort	5 Year Cohort
2022 – 23	78.1	87
2023 – 24	83.5	83.1
2024 – 25		

12. Educational Opportunities Coursework (High School)

Year	Advanced Placement Enrollment	CTE Enrollment	Early College Enrollment	Dual or Concurrent Enrollment	Other
2022 – 23	93	145		112	
2023 – 24	92	130		111	
2024 – 25	92	170		114	

13. Literacy: Data Source # 1 _MTYA 41- >81 _____

Note: *Data can be proficiency-based (e.g., At State Expectations on the state assessment or Proficient on local interim assessment) or norm-referenced (e.g., meeting grade-level expectations for achievement and/or growth based on percentiles*

Year	Proficient Student %	Zippel Grades 3-5_ %	Mapleton Grades 3-5 _ %	PIMS Grades 6-8_ %	PIHS Grade 10 %
2022 – 23		61.6	80.39	68.46	61.1
2023 – 24		61.1	84.97	67.32	66.67
2024 – 25		61	76	54	65

14. Literacy: Data Source # 2 _NWEA Growth (Fall to Spring) met or exceeded student growth projections_____

Note: *Data can be proficiency-based (e.g., At State Expectations on the state assessment or Proficient on local interim assessment) or norm-referenced (e.g., meeting grade-level expectations for achievement and/or growth based on percentiles*

Year	Proficient Student %	Zippel Grades 3-5_ %	Mapleton Grades 3-5 _ %	PIMS Grades 6-8	PIHS Grade 10

2022 – 23		36	53	35	42
2023 – 24		38	57	46	40
2024 – 25		53	69	45	46

15. Mathematics: Data Source # 1 ____MTYA 41->81_____

Note: *Data can be proficiency-based (e.g., At State Expectations on the state assessment or Proficient on local interim assessment) or norm-referenced (e.g., meeting grade-level expectations for achievement and/or growth based on percentiles*

Year	Proficient Student %	Zippel Grade 3-5 _ %	Mapleton Grade 3-5 _ %	PIMS Grade 6-8 _ %	PIHS Grade 10 _ %
2022 – 23		57	85	49.36	50
2023 – 24		48.29	81.38	37.02	52.94
2024 – 25		51	76	47	72

16. Mathematics: Data Source # 2 NWEA Growth Data (Fall to Spring) student norms met or exceeded growth projections

Note: *Data can be proficiency-based (e.g., At State Expectations on the state assessment or Proficient on local interim assessment) or norm-referenced (e.g., meeting grade-level expectations for achievement and/or growth based on percentiles*

Year	Proficient Student %	Zippel 3-5 Grades _ %	Mapleton 3-5 Grades _ %	PIMS 6-8 Grades _ %	PIHS Grade 10
2022 – 23		44.7	84	31	32
2023 – 24		47	69	26	32
2024 – 25		45	73	45	49

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
2022 – 23						
Mapleton	14	14		X		X
Pine St	2	2		X		X
Zippel	14	9		X		X
PIMS	4	4		X		X
PIHS	4	4		X		X
2023 – 24						
Mapleton	15	15		X		X
Pine St	3	3		X		X
Zippel	15	10		X		X
PIMS	5	5		X		X
PIHS	5	5		X		X
2024 – 25						
Mapleton	16	16		X		X
Pine St	4	4		X		X
Zippel	16	11		X		X
PIMS	6	6		X		X
PIHS	6	6		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+
2022 – 23	134	0	64	35	1	3	6	19	109
2023 – 24	136	0	69.85	27.94	1	1.47	6	15	115
2024 – 25	138	0	68.8	28.98	.72	1.45	9	19	110

Analysis

2a. Describe your comprehensive needs assessment process, including your data sources. A robust comprehensive report will include multiple data sources that are triangulated and disaggregated.

Our CNA process is a yearlong process that is built on multiple data sources and stakeholder groups. At the start of the school year, I met with each faculty (three prek-5, one middle school, one high school and CTE) to explain the CNA and answer questions about the overall process. I then outlined my plan for gathering information: I asked each building principal to work with the whole faculty or a smaller faculty group to review school data and to develop lists of strengths and needs. I developed worksheets/organizers for this work.

Building principals were encouraged to use the following data sources to inform their work: NWEA scores, MEA scores, local assessments, reports of attendance, behavior reports, graduation rates, Special Education achievement and data etc. I also encouraged principals to review subgroup data — in particular, data on students of low socioeconomic status since that is our largest subgroup. I disaggregate NWEA data based on gender and identification in Special Education. I have several meetings with our Title I staff to discuss their goals for Title I students. All of these data sources are components of our district data review, which builds the CNA.

Our focus for data analysis has been on academic achievement, particularly in the elementary school grades. As we look at our data, we have identified a cohort (currently in grade 4) that is performing significantly below our district norms in literacy, particularly in foundational literacy skills and vocabulary. This cohort also is demonstrating significant behavioral needs compared to our district norm. Overall, we are looking to strengthen our MTSS, particularly at the elementary schools, and to improve both Tier 1 and 2 programs and supports. We are in the third year of our use of Really Great Reading for our Tier 2 and 3 interventions, and the grade 4 cohort made significant improvement in ELA on the MYTA. The math scores for this group is relatively static.

We have identified writing as an academic need at the middle and high school grades. We are exploring the use of a new, formal program for the middle school in ELA.

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.

Attendance is recorded in the AM and PM in the elementary and middle schools. At the high school, attendance is taken each period. The middle school and high school each have an administrative secretary who reviews the attendance data to identify chronic problems with absenteeism, tardiness, and truancy to the assistant principals. At the elementary levels, the classroom teachers identify students with attendance or tardiness issues and report them the building principals. The building principals or administrative assistants complete a daily attendance review to identify any immediate concerns for follow up to the building principals or assistant principals.

Analysis of attendance data is completed by elementary building principals, middle and high school assistant principals, and Student Support and Drop Out Prevention teams (made up of building administrators and teacher teams, and when relevant, Alternative Education, Special Education and/or behavioral specialists). Additionally, at the middle levels, Student Support teams meet weekly on every student in the 6-8th grades to discuss patterns of absenteeism, behavior, and academic progress. This would be another group to analyze student data. We plan to re-start the BARR program this fall at the high school in grade 9.

The next level of analysis of attendance data is completed at least once a quarter to look for students with chronic absenteeism or

tardiness problems and to make appropriate plans for follow up or referral. Attendance interventions are specific to the student situation, and Student Support/Drop Out Prevention Teams. The building administrator calls or sends a letter home to the parents/guardians of the student to request a meeting once a student has 6 unexcused absences. These meetings include the relevant student support team members, building administration, guidance personnel, parent, and student (when applicable). These meetings are similar to an IEP meeting in which a plan to support the student to attend school is developed. Most commonly, check in/check out strategies, referrals to social workers in the building for support or behavioral modification, and positive behavioral rewards are used.

If the parent refuses to attend the initial meeting with the student support team, or if the student absenteeism continues, a second letter and call to DHHS and the police/DA office is made for a truancy referral.

At the end of the school year, building level data is reviewed together by Student Support and Drop Out Prevention teams at the middle school and high school levels to discuss concerns and trends.

Student attendance in the district is above state average. When we look at the disaggregated district data, our special education and low-income students are the most likely to have attendance problems. On further data review, our Native American student population is no more likely than our other student populations to be absent, although this data is complicated by the frequency in which the Native American students are also identified as low-income. Our high chronic absenteeism rate has been an issue since the pandemic. We are making small gains in our absenteeism rates but we need to do more. The middle school has a new Assistant Principal who is taking on this project and plans to start with an information "blitz" to parents and families. The high school reinstated the BARR program last year. The elementary schools are working on school culture and planning to do more on attendance at parent engagement opportunities. We have made gains in attendance but it is a metric that moves slowly.

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.

Data tracking of student behavior is in PowerSchool. The behaviors that are tracked in PowerSchool typically rise to the level of being disruptive to the academic environment and are either considered major behavioral issues or demonstrate a repeated pattern of minor behavioral issues. Minor behavioral issues would include name calling, lying, searing, refusing to participate in academic activities, etc. Major behavioral issues are bullying, threatening or committing violence, vandalism, drug or alcohol use, possession of weapons, etc.

The general procedures for substantiating behavior at all levels are as follows: the building principal or assistant principal has the teacher write a short report of the problematic behavior and the contexts for that behavior. The student also fills out a form (developmentally appropriate) to express his/her version of the incident or behavior. The building principal/assistant principal speaks to the student about the incident and initiates further investigation if warranted. At the elementary level, the parent is called for any behavioral referral to the main office. At the middle school and high school levels, parents are called for patterns of problematic behaviors or major behavioral issues. The district also employs a school safety officer who is called upon to support the building principals with major behavioral issues such as drug and alcohol use, fighting, cyberbullying, etc. We do need to review our behavioral tracking in order to better align with state reporting.

Our district code of conduct was originally drafted in 2002 with input from district staff, students, parents, and the community. [The specific school board policies (for example, Review of Individual Educational Plan JKF-R) have been reviewed and updated in 2022.] This code of conduct is the basis of the general behavioral expectations for students in the district. Standards for ethical and responsible behavior are: respect, honesty, compassion, fairness, responsibility, and courage.

MSAD 1 does not have a k-12, systematic and formalized PBIS program. One of our elementary schools, Zippel Elementary, is in its fourth year of a PBIS, and another elementary building, Pine Street, will be starting its first implementation year of PBIS in the upcoming school year. The district does have a comprehensive SEL program for all of the elementary schools. Middle and high school social workers are trained in both individual and small group counseling, which includes SEL topics. We did purchase a new SEL curriculum with grant funds and we will be implementing that in the coming year. The social workers wanted a more engaging, updated SEL program and they were pleased to find Character Strong.

At the lower elementary level, the established general behavioral program is titled CUBS Paw program (Caring, Understanding, Being Respectful, and Safe) and this will be used as a basis for the current PBIS program. . The behavioral elements are organized into three primary areas: respect, responsibility, and safety. All school staff participates in this program to support positive student behaviors. I have included examples of a parent letter, classroom and hallway posters, songs, and etc. At the upper elementary, the district uses a behavioral hierarchy that was crosswalked between the Maine Guiding Principles and the Habits of Mind. The upper elementary uses a PBIS program based on the CARES model they originally developed seven years ago. (Upper elementary teachers are track behavioral scores in PowerTeacher Pro. We do track Habits of Work and Learning at the middle and high school levels.) The CARES behavioral standards are foundational to the Habits of Work and Learning at the middle and high school levels. Additionally, at the start of the school year classroom teachers develop classroom rules and expectations for behavior with the students.

The middle school and high school both have a student handbook that reviews the district code of conduct. Additionally, both the middle school and high school score students on their Habits of Work and Learning which identifies the classroom behaviors that are expected for student academic success. Teachers track behavioral scores every two weeks in PowerSchool. At the high school those scores are reported by course on the student transcript. Teachers at the middle school and high school are encouraged to develop classroom behavioral rules with their students.

Instructional and environmental supports in the district typically start at the classroom level with the teacher. Teachers send home behavioral expectations at the start of the school year and review those expectations with students. Explicit instruction around appropriate behaviors and procedures is part of the curriculum at the elementary school in the first four weeks of school, and throughout the year as student needs are identified. At the middle and high school level, classroom expectations are reviewed with students at the start of the year. Explicit instruction in behavior is at the teachers' discretion unless mandated by the building principal due to systemic or persistent problems. All of the district buildings have social workers available at least three times a week to support the teaching staff to help students develop positive behaviors. The high school has a BARR program in place for the ninth grade, which includes explicit instruction and curriculum around positive behaviors in the classroom and school community. Ninth grade teachers are in teacher teams that meet three to four times a week to review student academic and social progress. This is an opportunity for ninth grade teachers to identify behavioral needs for individual students as well as groups of students or entire cohorts.

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

MSAD 1 does not have a k-12, systematic and formalized PBIS program. (Although our upper elementary school does have a PBIS program that is currently finalizing Tier 3. The early elementary are piloting the Tier I PBIS program this year). Beyond the guidelines of the district code of conduct and the school board policies, building principals are given discretion to develop a system of consequences and interventions that is appropriate to the building's population.

At the elementary level, there are behavior record/referral forms that would indicate at student requires Tier II support. (see the attached example referral form in the appendix) Any referral for major behavioral issues requires the principal to contact the parent. Parents are encouraged to come in to meet with the principal and the classroom teacher for a pattern of minor behavioral problems

Only in the most disruptive behavioral situations is In School Suspension used for elementary level students. ISS is a one-on-one setting which gives the student time to work on academic work while having frequent check-ins with the building principal and, when needed, the social worker, for encouragement and personalized behavioral counseling. Students may be referred to building IEP teams for possible evaluation for special education services.

At the middle and high school levels, student discipline is based on the severity of the behavioral issue as well as the pattern of behavior.

All district schools have social workers who work with students individually or in small social groups to support student behavioral plans. Every effort is made to keep the student in the regular classroom as long as student behavior is not negatively impacting the classroom learning and social environment. Student behavior interventions are individualized based on the behaviors as well as the student. Student behavioral plans include behavioral and cognitive modification plans that are drawn up at meetings

with the school social worker, classroom teachers, building principal, parent/guardian, and student (if developmentally appropriate.)

We are seeing a dramatic increase in the number of elementary students who require significant behavioral supports. Several of these students have frequently cleared classrooms and have displayed aggressive behavior toward other students and adults. This group of early elementary students has increased the strain and stress for our administrators, teachers, and paraprofessionals in the past year. We are working to develop new systems of support for these students in the upcoming year, in part due to an EASE grant award.

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.

The district has a strong technology infrastructure of devices. We have expanded our devices to ed technicians and we are 1:1 for all prek-12 students.

Due to the pandemic, all of our teachers took advantage of professional development in the uses of technology for instruction, but we have a group of experienced (20 plus years) teachers who are not as confident in the classroom use of technology for instruction. However, we are updating our k-5 math and ELA programs and the programs includes a student support/intervention component which is computer-based. Additionally, there is a significant PD element to the program which will hopefully encourage some of my tech-adverse teachers to build skills in using technology.

We have a significant number of families who are economically disadvantaged and do not have Internet service at home. The district purchased hot spots to sign out to families who need Internet service at home.

The district has some areas where it is difficult to maintain a strong connection to the Internet through WiFi or cell signals.

The pandemic forced many of our older teachers to learn (quickly) how to create and manage Google Classroom, record short instructional videos, and to utilize Google Meet for group and single student or parent/guardian meetings. In some ways, this necessity for remote instruction has created an environment that required teachers to develop their skills and to find resources to support their learning. The skills the faculty developed in using technology have continued into the present. Grades 3-12 regularly use Google Classroom for assignments and unit resources. This has been very useful when the district has winter weather that results in a remote school day. The early elementary students have paper packets sent home with them during remote days. Some teachers will post resources for parents to access on Google Classroom, but these resources aren't required for early elementary students to complete their remote work.

We are fully 1:1 from pre- k-12, but we have continued to have some issues with families who do not have reliable Internet or cell phone signals. We have purchased, and distributed, cell phone hot spots to families for remote access, but not all areas of our district have cell phone coverage.

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

Between CoVID funds and grant money, the district has updated its Math curriculum from grades k-8, and updated the ELA program in grades k-5. Additionally, the district added a foundational literacy program to grades k-5 (Really Great Reading) which is having positive results on elementary students who struggle in literacy. Since the curricular programs had not been updated for many years, and then we had the pandemic years, the new program implementations have been difficult at the elementary level. The teachers feel that it was too much, although they also agree that updates were well overdue. The new programs are theoretically different than the old programs, and those shifts have taken time for implementation. Teachers are grateful for time to work collaboratively but also feel that there isn't ever enough time to manage the new programs while they are working during the school year. In response, we have offered some summer hours for implementation work in collaborative groups, but few teachers have taken advantage of these opportunities. We are trying to find ways to make grade level collaboration easier for teachers during the year.

The high school recently completed its NEASC accreditation visit and the administration was very pleased with the student and staff responses to questions on school culture. In both written surveys and in interviews with the NEASC team, students and staff agreed that the culture at PIHS was a very welcoming and safe culture.

Teachers continue to be concerned about the balance of analog and digital work for students. At the high school, the rise of AI has resulted in many conversations about responsible use of AI or banning AI.

Administrators are frustrated by the chronic absenteeism rates that are difficult to control and are slow to change. They have been frustrated by this metric as part of our ESSA assessment.

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.

Traditionally, MSAD 1 has relatively low numbers of identified homeless students. Our largest number of students identified as homeless are better described as having unstable housing. In northern Maine, it is more common for a student to be homeless but have shelter with friends or distant family. Of course, some of students identified as homeless (particularly those at the elementary and middle levels) are living at the Presque Isle Shelter. The Director of Health is the McKinney-Vento Homeless Liaison and contacts the building principals, and the Special Education department if relevant, to make them aware of the student's situation. She also is responsible for helping parents to get connected to support services. Discussion with the Homeless Liaison indicates that many of our homeless high school students are identified through word of mouth. Teachers will notify the building principals or the school nurse or social workers about a student who may be experiencing homelessness.

This year the district was given MDOE funds to reduce the risk of homelessness in our district. We expected the funds to be primarily used for heating oil or electrical bills, but the greatest number of requests for assistance was paying for a month or two of rent.

The buildings each have attendance committees that meet monthly to review attendance issues and to make recommendations for follow up.

MSAD #1 has a Central Registration Process in which all students, from Pre-K to Grade 12, register in the Central Registration/Health Services Office. The Homeless Liaison is our Health Services Director and a school nurse and is present to help with registrations in general, and the registration of homeless youth specifically. Upon registration the Homeless Liaison is able to meet with the student and their families face to face. Help is offered at the time of registration whether is it with school clothes, offering help with school supplies, whatever the district is able to do to help the child. The family is invited to let us know if needs arise so that we can try to help any way possible. These questions are also part of the annual registration process for returning students.

A question on Homelessness is on our Registration Check-Off list and the Homeless Liaison has a specific check-off list regarding the services offered by the District. The Homeless Liaison sends an e-mail to the appropriate school Principal and Social Worker. Our district works well to communicate with one another regarding our students. We work together to remove barriers to education and school activities. We have a relatively sizable Student Emergency Fund that supports students in need so that they can fully participate in extracurricular activities, school trips, recess, and academic programming. The staff is very caring and mindful of our students who need a little extra TLC.

The Title I Coordinator has funds as part of the grant to help with the purchase of winter clothing for students, or whatever they may need for school. Our most common cost is for student transportation to maintain their academic continuity at a local school. The grant also allows for help with travel for students to school activities. For example, we were able to provide transportation for one of our seniors as she needed help getting to prom and to graduation. It was wonderful to help her be able to attend these important life events.

2h. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis. It is especially important to focus on the academic achievement of children (and certain subgroups of children) in relation to challenging state standards, particularly the needs of those children who are failing, or are at-risk of failing to meet challenging state standards.

Strength The district possesses a robust technology infrastructure and a sufficient number of devices for all enrolled students. Teachers are equipped with both laptops and iPads. Our highly competent IT staff is responsive and supportive, catering to the needs of the faculty. This technology infrastructure can be strategically leveraged for the following:	**Strategies the Schools will Implement to Address Student Needs** • formative assessment for students and to inform instruction • additional practice and differentiation • learning stations for elementary and middle school students • iXL for additional practice in student areas of need • Google Classroom/Schoology for additional student resources and support and for students who are absent from the classroom • building level tiered supports for academics and behavior • communication between stakeholders through our district app, email, text messaging through Rooms • safety and security using the Raptor app
Strength Collaborative and supportive environments play a crucial role in our district, as we strive to maintain a strong sense of unity and teamwork among all staff members. Each school building possesses its own distinctive culture, but these cultures are cultivated and maintained through a focus on fostering positive and supportive relationships. Our students exhibit a swift recovery in their academic performance and progress, which can be attributed to the concentrated and interconnected efforts of our staff. This strength can be strategically utilized for:	**Strategies the Schools will Implement to Address Student Needs** • supporting students' social-emotional health through PBIS in two elementary schools, pulling school culture together • updating the district's SEL program to better engage students in lessons and activities with our teachers and social workers • PIHS is using the BARR program to support students through an early intervention, team approach • Continue education for staff in The Regulated Classroom techniques
Area for Improvement Math: The math program in the district has been updated for grades k-8. This is the first implementation of a single program across so many grades. The program is very different than our older program, with increased literacy expectations as well as instructional methods that increase social interaction and math "talk." The district's Special Education population has significantly lower achievement scores in Math. Scores seem to be lowest at grade 6.	**Strategies the Schools will Implement to Address Student Needs** • We continue to implement this new math program and plan to continue to give time to teachers to work as grade-level and district-level collaborative teams. • Special Ed: The district has reviewed the current intervention materials at the elementary schools and middle school. We have ordered some materials for the team to review and for teachers to try in classrooms. In order to pilot new materials, we are focusing this year's efforts on grades 5 and 6. We will also plan some PD in differentiation and intervention with the district's math program for regular ed and Special Education teachers.

Area for Improvement	Strategies the Schools will Implement to Address Student Needs
ELA: The early elementary grades have fully implemented Really Great reading in regular classrooms and for interventions at Tiers 2 and 3. RGR is not a complete ELA program, and so the district needs to implement a new ELA program, Wit and Wisdom, to round out ELA instruction. The middle school administration realized that they have not reviewed and updated their ELA priority standards and the vertical alignment for curriculum in the school.	• The emphasis will be on implementing Wit and Wisdom this year. We have had several PD opportunities in the past year, and there is a substantial PD library included in the online teacher materials for the program. We need to create a clear plan for implementation of at least two of the four Modules in the program in the upcoming year. This will support teachers in developing a plan for the year. • Collaborative time and additional hours for implementation will be part of the plan for FY26. • Once we identify specific areas of need, we will make requests for PD to support teachers. • The middle school teachers will have a yearlong focus on priority standards and vertical alignment. Common assessments (locally developed) will be the next step for PD, following agreement on priority standards and scope and sequence. • The NEASC visit identified an area of improvement for PIHS: common curricular documents across all content areas and grade levels to ensure clarity in communication of expectations for courses as well as to encourage alignment between similar courses. PIHS is working on the goal to complete those documents in the upcoming year.
Area for Improvement	**Strategies the Schools will Implement to Address Student Needs**
Chronic absenteeism is an issue for all the schools in the district. We particularly see increased absenteeism at the early elementary grades for all students. At the middle school, the Native American population has a higher percentage of chronic absenteeism, although it improves at the high school level.	• The high school re-established the BARR program so this will be the second year • The middle school is planning an informational "blitz" to parents and students about chronic absenteeism • The district does have good communication with the local MiqMaq tribe and they are aware of the absenteeism concerns. We need to meet to discuss other avenues to encourage attendance for this subgroup • The elementary schools plan to do some education at family/parent nights and at parent/teacher conferences to see if that has any influence on attendance at early elementary.

2i. Based on the data and analysis completed in section 2, please specify the student subgroups that are most at-risk of failing to meet state standards and how the strategies in the schoolwide plan will work to support those students.

For the upcoming year, we want to work with the following subgroups on the following topics: (many of these are indicated above)

1. Special Education math: The scores for math are depressed for all grade levels for Special Education students. Based on current data, grade 5 appears to be the grade with the greatest difference between the scores for the general population and the Special Education population. Since we have two experienced Special Educators at grades 5 and 6, we will start piloting new intervention programs at these grades. Additionally, we will be having all teachers spend some time in grade level groups exploring the differentiation materials in the new math program.

2. ELA scores early elementary: Now that we are moving past the new implementation of the Really Great Reading program, the building staff will spend some time reviewing data on student improvement using RGR in the regular classroom, as well as for intervention in the Title I program. The students identified as low SES have lower scores in foundational literacy skills. The RGR program has showed some early, anecdotal success with some students who had significant struggles in literacy skills.
3. Chronic absenteeism is an issue for all subgroups in the district, but particularly for students who are identified as being from families of low SES, Native American students (particularly at middle school level) and Special Education students. Our initial plans are to work with the entire student population, but the middle school does want to work with that Native American population through the tribe. We are unsure what we will do since we want to work with the tribe on this issue.

2j. After determining the strengths and areas for improvement of the current school programs, the needs assessment process requires evidence-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.
As noted earlier, we use a distributed model of ongoing feedback from teachers and administrators throughout the school year. Additionally, we have approximately 8 meetings with our Board Curriculum Committee in which we discuss school and student data, options for solutions, program implementation, etc. Teachers and building principals collect data from families at parent teacher conferences and at the end of the year. Several of the Board members on the Curriculum Committee are parents of students in the district, and we have one high school student representative on the committee as well.

Section 3: Professional Practice

3a. Describe teachers' process for assessing student progress (frequency, evaluation methods, and recording).
The district curriculum is aligned to the MLR and is updated as the MLR is updated at the MDOE level.

The expectation for all teachers from k-12 is that at least one formative or summative assessment is completed and recorded in PowerTeacher pro each week. At the elementary level, this is for both ELA and Math.

The district uses PowerSchool SIS and the PowerTeacher pro grading program to hold scores on both academic progress as well as non-academic progress (Habits of Work and Learning.) The elementary and middle schools use pre-tests to determine student readiness for a particular learning target and to develop initial instruction for whole group and small groups. Once the instructional unit begins, teachers use short and frequent (one per week or more as needed) formative assessments to guide further instruction. Summative assessments are given at the end of instruction and are entered into the digital gradebook. Students who do not earn a proficient score or grade on a summative assessment are encouraged to retake the assessment following the development and implementation of an individualized and focused instructional plan with the teacher or a qualified ed tech. High school teachers also often use pretests for instructional planning, but more frequently adhere to the system of formative assessments prior to summative assessments, and give the students the opportunity for retakes. Non-academic scores are separated from academic scores and are reported on the middle and high school report cards as well as the transcript.

Summative assessments are broad in scope and can include pencil and paper assessments, presentations, projects, and extended writings. The expectation is that any district identified priority standards developed from the MLR will be assessed a minimum of three times in a classroom as a best practice to certify proficiency in that standard. The elementary schools did some revision to their priority standards in Math and ELA due to the impact of COVID on student readiness and achievement. The middle school is implementing a new math program that would align the math programs in the district from k-5. . The high school just completed accreditation and is finalizing the recommendations from the accreditation team on standardizing curriculum templates.

The high schools and middle schools use PowerSchool parent portals to allow parents and students to view current student achievement. The elementary schools are not yet required to use the parent portal but the district plans to open the grades 3-5 parent portals in the next two years, following the vertical alignment of ELA and Math priority standards for grades 3-5 in the district.

Report cards are sent home with students at the end of each grading quarter. Mid quarter Progress Reports are also sent home for students who may not be on pace with classroom learning targets.

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

This is an area of need in the district. The district must develop a systematic and viable method of using achievement data to support individual student growth, in both academic and non-academic areas. Elementary school teachers and middle school teachers have varying methods of recording student achievement and calculating grades. Due to the focus on earning credit for graduation, the high school teachers have a more consistent system of grading and recording achievement, although the system does need further refinement as we move forward after the pandemic, when instruction and grading protocols were loosened to support teachers and students.

The elementary and middle schools have a strong history of working in teams to support instruction but it is not consistent across grade levels and is not always data driven.

The Director of Curriculum is currently working with the Title I teachers and building principals to develop stronger MTSS procedures at the elementary grades. We are in our third year of this work and have completed work on procedures and protocols for the early elementary. As noted earlier, we are completing our third full year of Really Great Reading for our Tier 2 and 3 literacy support and we are seeing significant positive results from the use of the program for our students. We are now using this program in the regular classrooms, k-3, for regular instruction and Tier 1 interventions.

The middle school has a schedule that builds in time for additional student support and intervention each day. Additionally, there is teaching staff to deliver additional after-school support for an hour three times a week for students identified for after school supports. Most of these interventions are delivered by the student's classroom teachers in individual or small group settings. Once the elementary schools' MTSS structures are finalized, we need to develop a better system of tracking for MTSS at the middle school as well as leveraging the BARR program at the high school.

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.

The district just purchased a new math program and is finishing the third full year of implementation. Implementation of this new program into our Special Education and Title I programs may take an additional year to complete. The program, Into Math, comes with varied differentiation strategies, PD videos on demand for teachers needing to differentiate lessons. iXL, easily integrates with the unit learning standards to give students additional practice and support further understanding of concepts and skills. Formative assessments are often an important part of iXL.

The Title I program uses Really Great Reading as its primary source for instructional materials for Tier 2 and 3 interventions. We purchased sets of decodables (Geodes) to be used during intervention periods. Geodes aligns with the new ELA program that we will start to implement in the fall at the early elementary. It will be the second year for most teachers at the upper elementary. The decodables align with the unit lessons in the Tier I curriculum materials so that students who are working on foundational literacy skills do not miss important content. The company just released decodables for grade 3 and we purchased those for the upcoming school year at Zippel Elementary School.

We use a targeted need Title I structure and have two experienced Title I educators in the schools who work with identified students and give support to teachers who need additional instructional support for students who are struggling but are not identified as Title I students. Formative assessments in the Title I classrooms are more frequent, and are typically recorded daily. We just completed a review and revision of our procedures and protocols for data collection at the elementary schools to improve our use of data to inform instruction. We added a Title I teacher to Zippel Elementary School and moved into a more integrated, data-driven MTSS in ELA that will be theoretically based in the Science of Reading.

Additionally, we completed our first year of schoolwide Title I at Pine Street and Zippel.

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

MSAD 1 School Board Curriculum Committee: district program approval and curriculum implementation policies

Jennifer Bourassa, Director of Curriculum: program alignment across the district and implementation across the district
William Guerrette, Dan Duprey, and Chris Hallett, Elementary building principals: program alignment and implementation within the buildings and across elementary grade levels

Building Principals' Admin Team: curriculum alignment across all grade levels

Megan Stanley, Director of Special Education: program alignment within Special Education in the district and between Special Education and Title I

William Guerrette, Chris Hallett, and Dan Duprey, Elementary building principals that house Title I teachers/programs: program alignment between regular education and Title I services

Chris Hallett, ELL Coordinator for MSAD 1: program alignment and implementation for identified ELL students

Allison Reed, Director of Guidance and the district's social worker staff to support SEL and PBIS initiatives.

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. Continue to educate staff on behavioral support for the classrooms (particularly elementary) using the Regulated Classroom methods. Our district would be on its second full staff PD with Emily early in the school year.
2. Implement new ELA programs (Wit and Wisdom) at k-5 grade span, weaving in the Wit and Wisdom program into the RGR foundational program at k-2. Goal is for teachers to complete two of the four Modules this year (the company assures us that this is a reasonable goal for early implementation since the program is so deep.)
3. Pilot intervention system for math for Special Education students at grades 5 and 6. We have found two intervention programs to purchase for pilot.

3f. Describe how the district will carry out its plans for comprehensive interventions and supports and targeted interventions and supports. We are working to develop a stronger system. We do not have as strong a MTSS across all student populations. Our elementary schools have a strong system of classroom formative assessment that leads to identification of individual student needs. Tier I student supports start in the classroom and are documented in order to determine if a student needs a referral to Title I services, Special Education, or other evaluation. Both student educational records and PowerSchool hold records and data to document intervention plans and support. The Title I teachers, building administrators, and the Director of Curriculum have revised data collection forms and protocols for MTSS at the elementary schools for literacy and math. We are working to build a stronger Tier 2 and Tier 3 MTSS beyond the Title I population.

The middle and high schools use a team meeting approach to identify students who need additional support. The middle school uses a scheduled time each day for teachers to deliver targeted support to students. The PIMS faculty does need to work on a stronger identification of students who may be missing assessments and use the period seven common period to pull those students in earlier. The high school will re-implement a BARR program to identify students who may need additional support in the classroom or an

alternate course or alternate placement. (BARR was halted during the pandemic). All of our administrators encourage teachers to request staffing meetings to discuss concerns about particular students and to develop supports

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).

As a general overview for all targeted assistance, teachers and administrators review RIT ranges on NWEA in the fall used for screening. We also use teacher recommendation/input based on classroom evidence from formative and summative work, and previous scores on end of the year assessments like MTYA if they are substantially below the standard on benchmark assessments. Within the first two weeks of school, the K-2 teachers administer the NWEA reading screener assessment and a local baseline assessment to all students. Students who score significantly below (more than 1 SD) grade level scores are identified for referral to Special Education. At any time in a student's time here at MSAD 1, parents, administrators, or teachers and other staff can refer a student for evaluation for Special Education.

Students eligible for Title I services are identified at the start of the school year by the health services office and letters are sent home to the parents to inform them of their eligibility. Open House at all of the elementary schools includes informational materials and short presentations on Title I programming. Each building has informational brochures about Title I at the front office. Teachers and parents also can request a referral for additional student supports through MTSS support structures at any time in the year.

(Both Zippel and Pine Street are now schoolwide Title I schools, but some of the structures above are still used to identify students who have significant gaps in academic achievement and may need additional supports).

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.

Transitions from MS to HS-

- Presentation to grade by Principal and Guidance Director
- Tour of HS given by Student guides
- Parent presentation by Principal and Guidance Director
- Parental Tours
- Tours of University of Maine at Orono designed for middle school students
- Lunch in Cafeteria during school hours
- First day "new student" day with scheduled classes, activities, group and extracurricular fair, BBQ

Transition HS to Post-Secondary-

- College tours of local campuses
- College Fair (NEACAC) for all Jr's
- Tours or local businesses
- Multiple Dual Enrollment opportunities with NMCC, SMCC, UMPI, UMFK, UMaine, Maine Maritime, Husson University
- Early College For ME representative in PIHS monthly
- TRIO Upward Bound Representative
- Internship program through PIRCTC
- Hiring opportunities shared through Facebook, announcements, and bulletin
- Employers meeting with prospective students on openings after HS
- Career Counseling with all School Counselors in conjunction with ASVAB, PSAT, SAT results.
- Grade 10 Career Fair (County Wide)
- ELO program for students to gain internships/work experience through structured apprenticeships

Section 4: Personnel Policy and Procedures

4a. Describe how professional learning for educators is aligned with classroom observations and teacher evaluations.
Part of the focus for the CNA process if for the building administrators and Director of Curriculum to identify the goals for professional learning for the upcoming year. One goal, typically a broad goal relevant across the K-12 grade spans, is identified as a goal for all teachers in the district.

That goal is also used for planning in-service and PD for the district as well. In addition, as a member of CACE (a local educational consortium), we use that district goal to advocate for relevant PD opportunities through the CACE collaborative. The University of Maine at Presque Isle also includes the district in its relevant professional development opportunities. Local CACE schools develop PD calendars that span August to June.

The building administrative team was trained in the Spring of 2018 on Instructional Rounds for schoolwide improvement. However, instructional rounds are only for data collection on broad instructional practices in a building or the district, and not for individual evaluative purposes.

Building administrators and teachers are always able to request in-service trainings on immediate concerns. The district PD calendar is flexible enough to ensure that teachers and administrators can get professional time for learning and collaboration when needs arise that warrant a change to the PD schedule.

Additionally, this year's implementation of Into Math at the k-8 grade levels, and Wit and Wisdom at grades 3-5, included websites with a significant number of recorded and live resources for teachers and paraprofessionals to use as they have questions about teaching the new lessons. The district also purchased a coaching license for one on one support with implementation in math.

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

The district goals are aligned to the identified needs at the building levels. These goals and needs form the basis of the district professional development and in-service plans.

All teachers, paraprofessionals, specialists and administrators are required to attend designated district professional development time. Although there may some differentiation of focus based on the needs of the group (i.e. by grade levels or by job requirements) the district PD goals are consistent. Teachers are encouraged to attend the local CACE (Central Aroostook Collaborative for Education) professional development day, but it is not required. Teachers who choose not to attend CACE must develop an individualized in-service plan which is related to the district goal and is approved by the building principal and Director of Curriculum.

Paraprofessionals are encouraged to attend many of the same PD opportunities as the teachers, although occasionally there will be specific training depending on their needs. (For example, this year the K-2 teachers identified a need for additional training to support the use of Really Great Reading in the regular classrooms to support foundational literacy, which had been identified as a weakness through our data analysis. The K-2 paraprofessionals will attend the training with the classroom teachers. Part of the training for the paraprofessionals focuses on the use of iPads to support the instruction.)

In addition to mandated district PD, all staff is encouraged to attend other relevant PD opportunities. For any district-approved PD opportunity, the district pays for travel, registration, hotel, and food costs. We encourage teachers to attend PD in grade-level or

content area teams. The district also reimburses college courses for teachers, paraprofessionals, specialists, and administrators who take coursework relevant to their position or the needs of the district.

Although staff is encouraged to attend PD opportunities that relate to the district goal, the district wants to encourage the staff to develop themselves as professionals. However, priority for budgeting unplanned PD for staff is given to PD that relates to the district goal.

Teachers have common planning time across the district for grade level or content area teams. Teachers have a minimum of thirty minutes a day for common planning time, in grade-level teams and/or in content area teams. This is an important part of our professional learning plan and the building administrators are very protective of the common planning time for their teachers.

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

We have an agreement that would be a possible recruitment avenue through the UMPI educational program by placing students during their observational requirements in a planned succession of classrooms at various grade-levels to give students a more comprehensive view of the opportunities in the district. Additionally, we are considering a more productive relationship with UMPI education seniors to connect to our current pilot initiatives as part of their capstone projects.

The evaluation of instructional staff is completed annually by building principals. (see attached Teacher evaluation system document)

Staff are rewarded by building principals with small, but frequent, gestures of appreciation. Coffee, donuts and fruit are available to staff in the mornings several times a year. Teacher Wellness Days are incorporated annually into in-service time to give teachers tools for stress reduction and personal enrichment activities. The district celebrates Educator Appreciation week with breakfast and often buys each staff member a gift card to Tim Hortons or Dunkin Donuts.

Replacing staff is accomplished through our hiring policies. In order to be considered for a position, staff must possess the appropriate certification for the position. Positions are posted within the district for ten days prior to being posted on Serving Schools website and in local papers. Within district transfers who possess the correct certifications and a history of evaluations that meet or exceed the requirements are given preference in hiring decisions.

Occasionally, some flexibility is given to candidates who possess certifications that are close to the required certification and would require minimal additional education to complete the required certification. Those conditional certifications are granted by the Superintendent and School Board with the written expectation that significant progress (procedurally, that is defined as two courses a year) toward the required certification will be made within a year of the conditional certification being granted. This is tracked through our certification committee and the central office. The district reimburses any staff member for educational costs (tuition, primarily) related to their certifications.

This past year the district piloted a Teacher Apprenticeship program for interested staff. It took more than a year to develop a program that met the expectations of both the MDOE and the DOL. We have 5 of the 8 apprentices who started in the pilot program continuing in the program for the upcoming year.

This pilot is in collaboration with UMPI and will allow staff working as ed techs to work toward teacher certification while they work. This program includes an extended, structured student teaching experience.

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.

Every new teacher in the district is assigned a mentor. Those mentors have had mentor training through the MDOE or NMEC (who has a former Curriculum Director who was trained by the state to deliver mentor training, Lois Brewer). New hires meet with grade-

level team members or department heads and the administrator in the summer to support curriculum work and to prepare for the new year.

Each building has new teacher meetings once a month during the school year. Those meetings are structured to review important information for new teachers, like district policies around grading and behavioral issues, as well as to give new teachers a chance to ask questions and to build a support system of other new teachers in the district. New teachers are encouraged by building administrators to visit other classrooms in the building as well as across the district. The Teacher PEPG system includes a peer coaching requirement for all new teachers.

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

The district maintains a strong focus on the need for school leaders to develop building-level goals with their staff. This is an on-going process, but is embedded in the CNA process as well as the individual meetings that the district administration has with individual principals and assistant principals.

Monthly building admin meetings are held to review and refine those goals as the school year goes on. The building principals also relay information and input from building staff on needs for professional development.

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

Each building has a leadership team made up of grade-level lead teachers (preK-8) or department heads (9-12) who consult and collaborate with the building principal on issues of school culture, curriculum, instruction, and assessment. There are building representative lead teachers who form a consulting team with the Curriculum Director on matters of programming, instruction, assessment, and PD.

Additionally, each building has admin team meetings which consist of building administrators, lead teachers, teaching assistant principals (elementary), and social workers to discuss issues of attendance and student services/support.

4g. Describe the role of the school leadership team in decision making pertaining to providing well-rounded curricula, evidence-based instructional practices, and impactful professional learning.

The school leadership team has input into decision making from several avenues – the school leadership team collaborates with the building principal to give input into curricular, instructional, assessment, and PD decisions made by the building level admin team to the Director of Curriculum at the monthly admin meetings. In addition, the building representatives on the consulting team for the Director of Curriculum also have a voice in decision making in those arenas. When significant changes to the curriculum need to be made, content and grade-level teachers make up the committee tasked to advise the Director of Curriculum on program and curricular decisions.

The district recently went through this process in the k-5 buildings to choose replacements for the math and ELA programs. The middle school is currently implementing the same math program.

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.

The district does not have a policy to identify or address disproportion in subgroups. Our district has a high proportion of students who qualify for Free and Reduced Lunch (48%) and who are identified for Special Education services (18%). Our largest group of minority students are Native American students who would be approximately 5% of the student population. Students are heterogeneously grouped from preK-9 in the district. Students are randomly assigned to teachers, and teachers are not allowed to choose students for their classes. Our teachers are certified to teach in the fields in which they are working. The procedure in the district is that inexperienced teachers would, when feasible, be placed in teacher teams with experienced teachers to give them daily support.

Teachers identified as ineffective through the district teacher evaluation system are placed on a teacher improvement action plan and must demonstrate development in their effectiveness in the classroom. Teachers who do not improve after one year are not given a continuing teaching contract.

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 have had a difficult time getting input from families of diverse perspectives. We often can easily get input from families of higher SES background, but it is very difficult to get multiple perspectives. (And I have first-hand knowledge since I did my doctoral research in this district, and getting input from parents of students who were Native American or who were from low SES – which would give me the diversity in perspectives based on our population – was incredibly difficult.) Our staff tends to use anecdotal information from parent meetings, parent-teacher conferences, open houses, and school events to gather some data on our schools.

We do have conversations with the local MiqMaq tribe leadership on what they identify as primary areas of need. Our focus has been on the Native American middle school student population, since this age level is where the tribe places its emphasis for support here in the area. We share student data with the tribe and encourage students to access the after-school academic and social supports available at the tribal center, which is in easy walking distance of the middle school.

We ask for input on the experiences of parents who had children in the Title I programs. We usually get only a 25% return rate on those surveys. We tend to have more luck with informal conversations with parents on the school and its programming. These conversations are quick and often happen when a parent is dropping off or picking up a student. Occasionally we will get some anecdotal information from parent-teacher conferences.

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.

We do not regularly assess school climate. We tend to react to concerns voiced by parents, students, or teachers about climate and then send out Google Forms surveys to all students during homeroom to gather relevant information. The administrative team collates the data and presents that data to the faculty to discuss possible solutions and strategies. Monthly full administrative meetings are also an opportunity to pull together information from the five school buildings to identify systemic areas of need.

This year the high school did have a NEASC visit and so had collected student and staff data on school climate. When the visiting NEASC team completed their evaluation, they noted that staff and students overwhelmingly had positive things to say about the school climate and that they felt safe. This came up in our self-study, but more importantly with the small group discussions that the NEASC team had with staff and students.

The principals feel strongly that the culture of the buildings needs to be supportive for the staff who work there. The most important strategy for this is the same as it is in the classroom – building positive relationships.

We have seen an increase in behavioral issues at the elementary school, and have had conversations with teachers, administrators, staff, parents, Special Education staff, local community resource groups, and at the Board level to explore what resources we have to support students, families, and the district staff. Resources for mental health supports, even for students in crisis, are minimal and there are waiting lists for students and families for these services. Crisis services are typically delivered in the local Emergency Rooms, and those services rarely meet the needs of younger students.

We did add another social worker to the staff so that each of the five buildings has a dedicated social worker. We have increased our BCBA consultation hours and we will be hosting a school psychologist this year who needs to complete her clinical hours for her certification.

We have parent night meetings at the middle and high school for issues related to drug or alcohol use, and occasionally for other topics relevant to the student population. (For example, teenagers and cell phones/social media)

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

The school community has relatively low diversity, with over 88% identifying themselves as Caucasian. Approximately 11% of students identify as Native American. The district maintains a good relationship with the local MiqMaq tribe and we work with the MiqMaqs to support their tribe's emphasis on middle school students for academic and social interventions. There is no significant difference in the graduation rate of the Native American population as compared to the rest of the student population in our district.

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

At the start of the year, each elementary building has Open house and provides information about Title services.

Cookie and Juice Night is for parents who are registering students for preK or K. Information is given to the parents who attend about Title services.

Each elementary building schedules at least two family reading and math nights to encourage parental involvement in foundational literacy and numeracy.

We offer after school programs on how to best support reading at home, using technology with students, and iPad trainings targeted at Title I families.

Special progress meeting to review programming and progress for their students mid year and at the end of the year.

In the upcoming year, we will be leveraging the Adult Education program to add more programming at the schools. We are discussing a themed book reading and activities (Aroostook Harvest), using coding to encourage the use of language, and perhaps parenting classes.

5e. Describe linkages to community-based services and programs provided in partnership with the school.
Mental Health Services: Life by Design, Northern Lighthouse, AMHC

Health Services: Apollonia Dental Clinic, TAMC Eye Care, Aroostook Pediatricians, Diabetic Educators from TAMC, Lion's Club of Mapleton for vision needs, Public Health Nurses, NMCC Nursing program

Student Services: ACAP, OTC, Northern Lighthouse, Adult Ed and Community Services, Champions After School Program, United Way, Martha and Mary Food Pantry, Northern Maine Homeless Shelter, Central Aroostook United for Student Emergencies, Salvation Army, Presque Isle Fire and Police Department, YMCA program through the MiqMaq Band of Aroostook

College and Career: Upward Bound, Education to Industry, Early College for ME, Aspire ME, JMG
General Community Connections: Presque Isle Rotary, Presque Isle Kiwanis

Section 6: Accountability

6a. Complete the chart

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
General Assessment	Math	April and May	The district uses MTYA data as a general indication of broad skills in ELA, Math, and Science, but we utilize NWEA for more specific instructional strategies since the NWEA reports are more detailed for instructional purposes.	MTYA results are discussed at Admin team meetings to identify broad cohort needs. MTYA results are shared with the School Board once a year as one piece of the overall academic achievement and needs report in November. MTYA results are shared with the community on the district website. Parents/families receive an Individual Student Report by mail once those reports are ready from the website.
Alternate Assessment (for the 1% of students with the most severe cognitive disabilities) *	Math	April and May	Students taking the Alternative Assessment are given NWEA assessments if they are able to access those assessments at a grade level appropriate to them. Many of these students are assessed with classroom common assessments that are easier to tailor to specific student needs.	Many of the same methods of communication are used for Special Educ students but their results are also used in IEP meetings as one data point related to their achievement.

General Assessment	Literacy	April and May	The district uses MTYA data as a general indication of broad skills in ELA, Math, and Science, but we utilize NWEA for more specific instructional strategies since the NWEA reports are more detailed for instructional purposes	MTYA results are discussed at Admin team meetings to identify broad cohort needs. MTYA results are shared with the School Board once a year as one piece of the overall academic achievement and needs report in November. MTYA results are shared with the community on the district website. Parents/families receive an Individual Student Report by mail once those reports are ready from the website.
Alternate Assessment (for the 1% of students with the most severe cognitive disabilities) *	Literacy		Students taking the Alternative Assessment are given NWEA assessments if they are able to access those assessments at a grade level appropriate to them. Many of these students are assessed with classroom common assessments that are easier to tailor to specific student needs.	Many of the same methods of communication are used for Special Educ students but their results are also used in IEP meetings as one data point related to their achievement.

*if applicable

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

MTYA results are used as a broad indicator of student academic achievement. The district finds there is more utility in the use of NWEA results for informing instructional practices in ELA and Math across the district. At the preK-2 level, locally developed baseline assessments are used to inform practices.

Grade level teacher teams use two in-service days a year (one in the Fall and one in the Spring) to review NWEA data and any building level content area data to identify areas of need in instruction. If the grade-level teams identify a specific area of need for grade level PD, the building admins and/or the teacher team leaders report to the Director of Curriculum so that plans can be made to investigate appropriate PD to support instruction. For example, this year the preK-2 teachers identified a need for phonemical awareness training and the Director of Curriculum and building principals were able to identify local experts in Speech Pathology and Early Literacy who could deliver PD to the district preK-2 teachers within one month of the identified need.

The district does need to institute a stronger system of local common assessments to further develop the data used to improve instructional practices. In particular, the district is interested in developing local common assessments for content areas that are not tested at the state or district level (MTYA, NWEA).

6c. Explain how the school will provide the Individual Student Report results to families.

MTYA results are mailed home to parents each year.
NWEA results are shared with parents at Fall and Spring Parent/Teacher conferences.

The second mechanism for measuring and reporting annual student progress is the use of district and school wide assessment data, which would be the MTYA or the NWEA. Individual student scores are reported by mail and at Parent Teacher Conferences for both the NWEA and the MTYA. Growth reports are generated for individual students from the NWEA assessments. For Special Education students, this data is part of the IEP yearly meeting.

Section 7: English Learner Data Collection and Analysis

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

None of the schools in the district has 10 EL students.

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.
MSAD 1 has program coordination with HeadStart through the Aroostook County Action Program for preK students. Registration paperwork for preK students is common to both ACAP and MSAD 1 to streamline the registration process. Parents can choose the ACAP site or one of the two district sites (Pine Street and Mapleton Elementary).

Additionally, 16 preK ACAP students are housed in the district at the CTE center in the Early Childhood Education program (Perkins), which combines an ACAP preK classroom with an educational experience in Early Childhood education for high school students.

The district also has a School to Work program which allows eligible students to work in the community and earn 1 credit for 300 work hours.

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.

The evaluation timeline is specified on a chart that includes the broad goals and specific targets within each goal. Each monthly building admin meeting will include an item for review of the district goals. The annual summer admin retreat will also include a full evaluation of the identified goals and will generate recommendations for revisions to the CNA as needed.

Reporting of progress toward these goals has several steps, depending on the audience:

- Process and results will be reported to school staff by building principals at the September (annual process and goals) and in May (results and recommendations for refinement)
- Monthly building admin meetings with the District Office will include progress and data on the goals
- Additionally, the goals and timelines and targets are posted on the website
- School Board will be apprised of the goals and progress at the May School Board meeting or at a Spring School Board Workshop focused on strategic planning
- Families will be apprised of the strategic plan and progress for the goals through the individual school websites and at the public School Board meeting.

Section10: 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.).

Title II, EASE Grant (until the end of this calendar year) EPS funds from the state

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.

At this time, the district maintains the budget outlines for Title funds used when we had a targeted Title I program.

The teacher and ed techs for the Title I program will be paid with Title I funds.

Title II will be used, along with local funds, to support PD for all staff at ZES and Pine Street.

Supplies and program materials directly connected to the implementation of any of the building goals will be funded in part by Title I funds as well as local funds.

The EASE grant will support SEL and behavioral supports and will partly fund an update to the SEL program. The social workers can request funds from EASE for PD for herself and any relevant teams that would be working on topics related to SEL and student mental health. (The EASE grant will end at the end of this calendar year.)

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

The community recently approved the request for a modest raise (3.2) in taxes to support an increase in local funds for the schools. We are eligible and receive Title I and II funding from the federal government. We were awarded an EASE grant to support the mental health of students and staff in the district. The grant covers funding for social workers, psychologists, BCBA, and similar personnel for students in the district. It also supports PD for all of the district social workers and psychologists. The grant will end at the end of the calendar year.

The district has a solid fund balance and is financially stable at this time

PARENT INVOLVEMENT IN EDUCATION

The Board recognizes that a student's education is a responsibility shared by the school, the student, and the family. Research indicates that involvement of parents in support of the children's education increases student achievement. Schools and parents must work as partners if the school system is to meet its goal of educating students effectively.

It is the intent of the Board that the school system promote parent involvement by:

A) Supporting meaningful two-way communication between school and home;

B) Promoting responsible parenting;

C) Encouraging parents to play an integral role in assisting student learning;

D) Assisting parents in their efforts to support, reinforce, and extend their children's learning;

E) Providing opportunities for parent input in school programs and curriculum;

F) Respecting parents as partners in decisions affecting children and families;

G) Welcoming parents as visitors to the schools;

H) Engaging in meaningful parent-teacher conferences to discuss student progress toward meeting the content standards of the system of Learning Results and other learning goals, individual instructional needs and student welfare issues;

I) Communicating with parents about school system policies and regulations;

J) Encouraging parents to volunteer in the schools and school-related activities;

K) Encouraging parent involvement through PTO groups and Board and school advisory committees;

L) Supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of parent involvement strategies;

M) Encouraging school administrators to set expectations and create a climate conducive to parent participation;

N) Developing methods to accommodate and support parent involvement for parents with special needs, such as limited English proficiency; and

O) Assess the effectiveness of parent involvement efforts.

The Board encourages parents to:

A) Make every effort to provide for the physical well being of their children;

B) Establish a home environment that supports learning and appropriate behavior;

C) Strive to prepare the student emotionally and socially so that the student is receptive to learning, discipline, and behavioral expectations;

D) Have students attend school regularly and on time;

E) Help students to develop good study habits;

F) Monitor their student's learning progress;

G) See that their child participates in remedial activities and/or additional instruction, as recommended, to provide them with the opportunity to progress toward meeting the content standards of Maine's System of Learning Results and other instructional goals and objectives;

H) Review their children's homework and reinforce reading, math, and other skills;

I) Become familiar with school rules and procedures;

J) Discuss problems and concerns with appropriate persons;

K) Participate in conferences with teachers and other professional staff;

L) Cooperate with the school system to develop a positive self-concept and positive outlook on learning for each child;

M) When practicable, volunteer in the schools and/or in support of school activities;

N) When practicable, participate in PTO groups, advisor committees and other opportunities to support student learning; and

O) Provide feedback concerning the effectiveness of the schools' parent involvement efforts.

Cross Reference: KBF - Parent Involvement in Title I

Adopted: June 8, 2005
Reviewed: June 18, 2025

MSAD #1 Board of Directors
Presque Isle, ME

PARENT INVOLVEMENT IN TITLE I

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians in all aspects of the school system's Title I programs.

For the purpose of this policy, "parents/guardians" includes other family members involved in supervising the child's schooling.

I. DISTRICT-LEVEL PARENT INVOLVEMENT POLICY

In compliance with federal law, the school unit will develop jointly with, agree on with, and distribute to parents of children participating in the school system's Title I programs a written district-level parent involvement policy.

Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit's parent involvement policy and in using the findings of the evaluation to design strategies for more effective parent involvement and to make revisions to the policy.

II. SCHOOL-PARENT INVOLVEMENT POLICY

As required by law, each school in the school unit that receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian involvement policy, including "School-Parent Compact" outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement in meeting State standards. The school policy will be distributed to parents/guardians of children participating in the school's Title I programs.

The "School-Parent Compact" shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling children in the Title I program to meet the State's academic achievement standards;

B. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and

C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

III. PARENT INVOLVEMENT MEETINGS

Each school receiving Title I funds shall convene an annual meeting to which all parents/guardians of eligible children shall be invited to inform them about the school's participation in Title I and to involve them in the planning, review, and improvement of the school's Title I programs and the parent involvement policy.

In addition to the required annual meeting, at least one other meeting shall be held at various times of the day and/or evenings for parents/guardians of students participating in Title I programs.

These meetings shall be used to provide parents with:

A. Information about programs the school provides under Title I;

B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;

C. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

D. The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program.

Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.

IV. PARENT RELATIONS

Parents/guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

V. DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for ensuring that the school unit's Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.

Legal References: 20 U.S.C. § 6318

Adopted: March 18, 2009
Revised: June 21, 2017
Revised: June 18, 2025

MSAD #1 Board of Directors
Presque Isle, ME