

**SAU 58 Title I School-Wide Plan
July 2021**

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Decision to Become a Schoolwide School for GES and GMS

Groveton Elementary School is part of the Northumberland School District, which serves Groveton Middle and Groveton High School. This plan is being written as a recreation of the original schoolwide Title I plan; however, it is being recreated to add Groveton Middle School to begin receiving funding via Title I to enhance our Title I programming. 2012-2013 was the first implementation of the Title I Schoolwide programming to assist the district. Due to the number of changes in administration at the school levels, and in the superintendent’s office, the original schoolwide Title I plan was reviewed and indicates a need for revision.

As indicated in the previous plan, Groveton Elementary School became interested in becoming a schoolwide Title I school as the needs of our students changed. This continues to be seen; therefore, there is a need for additional change by expanding the program to include Groveton Middle School. After the paper mill in town, our primary employer, closed people left the area to find jobs. This continues to be the case, class sizes keep reducing, while needs of the residents continue to grow. As indicated in the previous schoolwide plan, and is still relevant today, housing in Groveton became inexpensive and a more transient population of children populated the schools. There continues to be a need for educational interventions, not only at Groveton Elementary School, but also at Groveton Middle School.

In a parent survey conducted in 2016-2017, parents indicated a concern and/or area in need of improvement with transitioning students from Groveton Elementary School to Groveton Middle School. Administration, general educators, special educators, and interventionists agreed that there needs to be a continuation of Title I services from the elementary school to the middle school to support students’ development with reading, writing, and mathematics.

Decision to Become a Schoolwide School for SPS

This plan is being recreated from the only schoolwide Title I plan, which indicates the year 2011-2012. Based on that Schoolwide plan, and what is known to be true for the 2020-2021

school year, the district utilizes Star360, SAS testing, Fountas & Pinnell Benchmark assessments, and Dibels to gather data regarding student abilities and/or needs.

As with the other districts in SAU 58, Stratford Public school has seen a decline in the number of students attending the local school system. As indicated in Groveton Elementary School’s decision to become a Schoolwide programing, Stratford also was impacted after the paper mill in their neighboring town closed, causing people to leave the area to find jobs. This continues to be the case, class sizes keep reducing, while needs of the residents continue to grow. As indicated in the previous schoolwide plan, and is still relevant today, housing in Stratford has become inexpensive and a more transient population of children populated the schools. There continues to be a need for educational interventions.

Comprehensive Needs Assessment of SAU 58

Groveton is part of the Northumberland community. SAU 58 combines the Northumberland School District, with Stark School District (at grade 7), and Stratford (at grade 9). The Northumberland, Stratford, and Stark demographics are as follows:

2019 Census: Northumberland

Area	Northumberland
Population	2,139
Population by Gender- Male	1,171
Population by Gender- Female	1,151
Education Attainment 25 years and over, high school graduate or higher	84.9%
Education Attainment 25 years and over, Bachelor’s degree or higher	8.9%
Per Capita Income	\$23,559
Median Family Income	\$61,346
Median Household income	\$45,000
Individuals living below the poverty line	10.2%

2019 Census: Stratford

Area	Stratford
Population	684
Population by Gender- Male	349
Population by Gender- Female	281

Education Attainment 25 years and over, high school graduate or higher	72.7%
Education Attainment 25 years and over, Bachelor's degree or higher	5.5%
Per Capita Income	\$19,409
Median Family Income	\$41,375
Median Household income	\$34,219
Individuals living below the poverty line	33.5%

2019 Census: Stark

Area	Stark
Population	498
Population by Gender- Male	291
Population by Gender- Female	315
Education Attainment 25 years and over, high school graduate or higher	91.1%
Education Attainment 25 years and over, Bachelor's degree or higher	11.0%
Per Capita Income	\$23,087
Median Family Income	\$55,156
Median Household income	\$47,396
Individuals living below the poverty line	13.3%

Northumberland School District, located a part of SAU 58, serves two school buildings, but 3 school levels-- Groveton Elementary School grades K-5, Groveton Middle (high) School grades 6-8, and Groveton High School grades 9-12th. There are two other school districts (as indicated above with their demographics), Stark Village School (grades K-6) and Stratford Public School (grades PreK-8th). Total enrollment for SAU 58 is 408 students, broken down as follows:

School	Enrollment
Stark Village School	23
Stratford Public School	66
Groveton Elementary School	128

Groveton Middle School	76
Groveton High School	115

Listed are the free and reduced lunch percentages for Stark Village School, Stratford Public School, Groveton Elementary School, Groveton Middle School and Groveton High School combined.

The SAU 58 Free and Reduced lunch percentages, for fiscal year '21, are:

School	Year	% Free and Reduced
Stark Village School	2020-2021	39%
Stratford Public School	2020-2021	76%
Groveton Elementary School	2020-2021	51%
Groveton Middle School & Groveton High School	2020-2021	44%

SAU 58 writes annual goals to focus the direction of our work. The goals for the 2020-2021 school year are listed below:

SAU Goals 2020-2021

Vision: To Ensure all systemic decisions positively impact student achievement.

Goal I: Student Achievement and Engagement

- a. Implement purposeful, research-based instructional techniques for all learners.
- b. Use multiple data points to measure student success toward growth targets.
- c. Conduct monthly data meetings to analyze achievement and inform instruction.
- d. Practice positive, multi-tiered behavioral management to address social emotional needs.
- e. Engage students in alternative school and community-based activities.

Goal II: Communication

- a. Maintain positive outreach through encouragement of two way communication with all stakeholders to include an established communication plan.
- b. Expand digital presence through the use of social media (Facebook, Instagram, etc.).
- c. Update and maintain all websites for SAU 58 for current information about our districts.

Goal III: Competency Based Education

- a. Review and evaluate all CBE programs for effectiveness and impact with an understanding of how CBE programs are implementing next generation practices and competency-based learning.
- b. Provide learning opportunities for all staff, students, and the community to collaborate for in-depth understanding of CBE.
- c. Develop efficient and informative reporting tools connecting competencies to standards.
- d. Finalize District Competency Guide.

Goal IV: Technology

- a. Teachers will use Google Suite and other digital platforms as part of their daily routines to teach, assess, and share information as part of our capacity for remote instruction and hybrid models.
- b. Explore and plan for strengthening technology infrastructure with peripheral tools such as cameras, microphones, and panels.
- c. Review and evaluate all technology programs for effectiveness and assess capacity with technology integration in the classroom.
- d. Refine the 1:1 device planning for grades K-12 and create a replacement cycle.

Goal V: Budget

- a. Build fiscally responsible budgets that meet the educational needs of students and community.
- b. Increase understanding of the budget process for all constituents.
- c. Analyze practices, resources, and services to increase economies of scale to benefit the districts.

Approved by the SAU Board 10/20/2020

Groveton Elementary School

Groveton Elementary School's vision statement states the following:

Groveton Elementary's vision states that "Groveton Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe, positive, and supported environment. We are committed to a rigorous, integrated curriculum driven by the College and Career Ready Standards. We believe that our students can meet or exceed these standards in preparation for middle school.

Groveton Elementary School is rich in history, having served the children of Northumberland since 1908. The school at one time serviced well over 300 students in grades K through 6th, due to changes in employment opportunities within the community and surrounding north country communities, enrollment has declined. A decision was made back in 2009 to create a middle school at Groveton High School for students in grades 6 through 8th. After completing 5th grade at GES, students will then move onto Groveton Middle School, which is housed on the top floor of the Groveton High School building. For the current school year, the student

population at Groveton Elementary School is 128 students with an average class size of 21 students.

Many of the students at Groveton Elementary School are eligible for free and reduced lunch and breakfast. Currently, for the 2020-2021 school year, 51% of our students receive free and reduced lunch and breakfast.

Groveton Elementary currently has 2 students identified as being homeless and 0 students identified as an ESL student.

Groveton Elementary's enrollment for the past 3 years has been:

School Year	Enrollment
2018-2019	119
2019-2020	128
2020-2021	128

Groveton Elementary school facilities consist of the following:

- General education classrooms: 13
- Related services rooms: 4
- Nurse office: 1
- Principal office: 1
- Administrative Secretary's office: 1
- Guidance Office: 1
- Book rooms (storage rooms): 4
- Title I rooms: 2

Groveton Elementary consists of the following staff:

2020-2021: GES School Staff, K-5

- Classroom teachers: 9
- Special Education teachers: 2
- Title I teachers: 1 full time
- School Counselor: 1
- School Nurse: 1
- Paraprofessionals: 10
- School Secretary: 1
- Janitor: 1
- Principal: 1

Shared Employees/Service Providers (shared with all three districts, ++ shared between GES and GMS/GHS, == shared between GES and SPS)**

Art teacher ++: 1

Music Teacher **: 1

PE teacher/Wellness teacher **: 1

Librarian ++: 1

Maintenance Administrator ++: 1

Speech Pathologists **: 1

School Psychologist **: 1

Occupational Therapist **: 1

Math Interventionist =1,

In the spring of 2016-2017, all Groveton Elementary School parents were asked to participate in a school climate survey providing feedback in the areas of communication, school environment, education programs and student learning, and school leadership. Overall, 80% of those parents/guardians that participate in the survey rated GES as meeting or exceeding all of their standards; 13% rated GES as approaching their standard and 7% as needing improvement.

Some of the strengths that showed up on the survey are listed below:

- Parents feel that concerns regarding their children are heard and addressed
- Parents receive information on what they could do at home to help support student learning
- Families feel welcomed at the school and see the school as a safe learning environment
- Families feel that the school facilities are clean and well maintained
- Parents feel that GES is doing a good job teaching reading and mathematics
- Parents feel that GES is addressing “life skills” (i.e. responsibility, acceptance, etc)
- Parents feel that GES individualizes and differentiates instruction when necessary
- Parents feel that the principal keeps the school focused on academic achievement and is knowledgeable about teaching and learning methods.

Areas of importance that parents provided, via the parent survey, for the administration and school staff to improve upon include the following:

- Communicating with parents and providing updates on student progress
- Preparing student for transition to the middle school
- Gathering input from parents and individual student goals
- Increase challenges for students at or above grade level

Currently, Groveton Elementary School is in the process of transitioning from a standards based curriculum, and reporting system, to a competency based grading system. The school continues to use Star360 testing, SAS testing, and SAU 58 goals and materials to track student progress and/or abilities.

Groveton Middle School

In 2009 the decision was made to create a middle school at Groveton High School for students in grades 6 through 8th. For the current school year, the students population at Groveton Elementary School is 76 students with an average class size of 25 students; however, the classes are divided into a purple cohort and a grey cohort. The groups are heterogeneously mixed.

Many of the students at Groveton Middle and High School are eligible for free and reduced lunch and breakfast. Currently, for the 2020-2021 school year, 44% of our students receive free and reduced lunch and breakfast.

Groveton Middle School currently has 1 student identified as being homeless and 0 students identified as an ESL student.

Groveton Middle School's enrollment for the past 3 years has been:

School Year	Enrollment
2018-2019	83
2019-2020	79
2020-2021	76

Groveton Middle School facilities consist of the following:

- General education classrooms:
- Related services rooms ++:
- Nurse office ++
- Principal office ++
- Administrative Secretary's office ++
- Guidance Office ++
- Book rooms (storage rooms)
- Custodial rooms ++
- Technology Integrator: 1

Groveton Middle school consists of the following staff:

2020-2021: GMS School Staff, 6-8

- Classroom teachers: 4
- Special Education teachers: 1.5 (one person split Middle and High school caseload)
- Title I teachers: 0 (the district is seeking to add one)
- Paraprofessionals: 4

Shared Employees/Service Providers (shared with all three districts, ++ shared between GES and GMS/GHS, == shared between GES and SPS, @ shared between GMS and GHS)**

Art teacher ++
Music Teacher **
PE teacher/Wellness teacher**
Librarian ++
Maintenance Administrator ++
Speech Pathologists**
School Psychologist**
Occupational Therapist**
School Counselor @
School Nurse @

Tech Integrator @
School Secretary @
Janitor @
Principal @
Assistant Principal @

Currently, Groveton Middle School is in the process of transitioning from a standards based curriculum, and reporting system, to a competency based grading system. The school continues to use Star360 testing, SAS testing, and SAU 58 goals and materials to track student progress and/or abilities.

Groveton High School

Groveton High School's mission is to empower students to adapt to a rapidly changing world by instilling communication and critical thinking skills, and respect for core values like integrity and responsibility.

Additionally, the vision statement is as follows, "Groveton High School will prepare students to successfully transition from high school to higher education, career readiness, and the competitive workforce. Our community will ensure a safe learning environment and implement an evolving standards-based curriculum. We will provide our students with rigorous and engaging learning experiences to ensure all students acquire globally competitive twenty-first century skills by equipping them with: · Effective communication in reading, writing, speaking and mathematics · Critical thinking and the ability to problem solve · Responsibility and a strong work ethic · Collaboration and teamwork experiences "Hard work conquers all"."

Groveton High School currently has 3 students identified as being homeless and 0 students identified as an ESL student.

Groveton High School's enrollment for the past 3 years has been:

School Year	Enrollment
2018-2019	131
2019-2020	126
2020-2021	115

Groveton High School facilities consist of the following:

General education classrooms: 17
 Related services rooms: 2 (shared for GMS)
 Nurse office: 1 (shared for GMS)

Principal office: 1(shared for GMS)
 Administrative Secretary's office: 1 (shared for GMS)
 Guidance Office: 1 (shared for GMS), 1 guidance secretary
 Book rooms (storage rooms): 5 (shared for GMS)
 Title I rooms: 0

Groveton High School consists of the following staff:

2020-2021: GMS School Staff, 9-12

Classroom teachers: 13
 Special Education teachers:1.5 (one person split Middle and High school caseload)
 Title I teachers: 0
 Paraprofessionals: 2

Shared Employees/Service Providers (shared with all three districts, ++ shared between GES and GMS/GHS, == shared between GES and SPS, @ shared between GMS and GHS)**

Art teacher ++
 Music Teacher **
 PE teacher/Wellness teacher**
 Librarian ++
 Maintenance Administrator ++
 Speech Pathologists**
 School Psychologist**
 Occupational Therapist**
 School Counselor @
 School Nurse @
 Tech Integrator @
 School Secretary @
 Janitor @

Principal @
Assistant Principal @

Currently, Groveton High School is in the process of transitioning from a standards based curriculum, and reporting system, to a competency based grading system. The school continues to use Star360 testing, SAS testing, and SAU 58 goals and materials to track student progress and/or abilities.

Stratford Public School

Stratford Public School's vision is to enable every student to acquire and demonstrate the skills, knowledge and attitude essential to be a responsible world citizen through experiential, community-based and self-directed opportunities.

Stratford Public School currently has 0 students identified as being homeless and 0 students identified as an ESL student.

Stratford Public School's enrollment for the past 3 years has been:

School Year	Enrollment
2018-2019	58
2019-2020	62
2020-2021	66

Stratford Public School facilities consist of the following:

- General education classrooms: 8
- Related services rooms: 4.5
- Nurse office: 2
- Principal office: 1
- Administrative Secretary's office: 1
- Guidance Office: 1 but not a dedicated space
- Book rooms (storage rooms): 3 + due to a third floor not being used
- Title I rooms: 1

Stratford Public School consists of the following staff:

- 2020-2021: SPS School Staff, PreK-8th**
- Classroom teachers: 8 (one teacher is the principal)
- Special Education teachers: 2
- Title I teachers 1 part time, 1 person 20% of time
- Paraprofessionals: 3
- School Counselor: part time
- School Nurse: 1

Tech Integrator: 1 (does library as well)
School Secretary 1
Janitor 2
Principal 1
Librarian: Shared with technology

Shared Employees/Service Providers (shared with all three districts, ++ shared between GES and GMS/GHS, == shared between GES and SPS, @ shared between GMS and GHS)**

Art teacher ++
Music Teacher **
PE teacher/Wellness teacher**
Speech Pathologists**

School Psychologist**
Occupational Therapist**

Currently, Stratford Public School is in the process of transitioning from a standards based curriculum, and reporting system, to a competency based grading system. The school continues to use Star360 testing, SAS testing, and SAU 58 goals and materials to track student progress and/or abilities.

Stark Village School

The Stark Village School is committed to building a solid foundation for every child to be successful in life.

Stark Village School's mission statement is, "to seek to be an exemplary learning community school. We believe that education is not just about children; it encompasses families, parents, community, the environment, and the world. We build this foundation by respecting the individual needs of children and fostering a caring and creative environment by emphasizing the social, emotional, physical, and intellectual development of each child. As a professional learning community, we will work together to empower all students to become contributing members of society; equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world. Through a collaborative learning environment, we will encourage high expectations for success using developmentally appropriate, data-driven instruction while supporting individual differences and learning styles. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world."
Board Approved 9-6-2011

Stark Village School currently has 0 students identified as being homeless and 0 students identified as an ESL student.

Stark Village School's enrollment for the past 3 years has been:

School Year	Enrollment
2018-2019	26
2019-2020	26
2020-2021	23

Stark Village School facilities consist of the following:

- General education classrooms: 3
- Related services rooms: 0- they use the multipurpose room/library
- Nurse office: 0
- Principal office- 1

- Administrative Secretary's office- .5 (also does paraprofessional duties)
- Guidance Office- 0
- Book rooms (storage rooms)- 1 library, 1 storage room, 1 copy room
- Title I rooms- 0

Stark Village School consists of the following staff:

2020-2021: SVS School Staff, K-7th

- Classroom teachers: 3
- Special Education teachers: 1 part time (also a general education teacher)
- Title I teachers: 0
- Paraprofessionals: .5 (also does administrative secretary duties)
- School Counselor: part time
- School Nurse: if needed from GES
- Tech Integrator: 1 part time
- School Secretary 1
- Janitor: part time
- Principal: part time
- Librarian: part time

Shared Employees/Service Providers (shared with all three districts, ++ shared between GES and GMS/GHS, == shared between GES and SPS, @ shared between GMS and GHS)**

- Art teacher ++
- Music Teacher **
- PE teacher/Wellness teacher**
- Speech Pathologists**
- School Psychologist**
- Occupational Therapist**

Currently, Stark Village School is in the process of transitioning from a standards based curriculum, and reporting system, to a competency based grading system. The school continues to use Star360 testing, SAS testing, and SAU 58 goals and materials to track student progress and/or abilities.

Implementation of Schoolwide Reform Strategies GES

Groveton Elementary School has been implementing a number of schoolwide reforms initiatives in an effort to increase student achievement. Since 2015 the staff has been working on mapping the curriculum to transition to a competency based education system. This current year, the school has started reporting out to parents utilizing the competency system in all content areas. The staff continues to improve upon the competencies, and what measurements are being utilized to reach the overarching competencies.

GES adopted the Eureka Math program in 2015, and it continues to be used to support student growth. Since Eureka is a comprehensive math curriculum, the staff at GES has found it beneficial to know what students have been taught in the previous years, in order to implement the program with fidelity. In 2017, the staff at GES felt that if the Eureka curriculum was implemented with fidelity it would reduce gaps in student learning, develop stamina for problem solving, and prepare students to have a better understanding of mathematical concepts.

During the 2020-2021 school year, the Title 1 program implemented the DIBELS Acadience math screening to determine student needs. Based on the information gathered, the district needs to continue to look at how Eureka math is being implemented, and if the program is meeting the needs of our students. Again, GES needs to continue to provide whole group instruction, small group instruction to support the whole group and target skills, as well as, one on one instruction for students to have their individual needs met.

The teacher at Groveton Elementary School uses a reader's workshop model to engage students in differentiated instruction for reading. Teachers follow the work of Fountas and Pinnell to offer students a comprehensive literacy program. In addition to Fountas and Pinnell, Title I staff offers additional services utilizing Orton Gillingham and LLI.

For the 2016-2017 school year, Groveton Elementary School became a PBIS (Positive Behavioral Interventions and Support) school. The school implemented a 3-tier positive behavior program that focuses on strategies and supports to improve behavior. Tier 1 interventions address the needs of the entire school community. In 2017-2018 the school really focused on Tier 2 interventions for those members of the school community that require additional support(s), in addition to, Tier 3 for students that require daily support and possibly outside of the school system supports to address behavioral needs. Work continues to be done on establishing, maintaining, and improving behavior protocols and interventions.

Due to recent changes with administration, the school is trying to re-establish the Professional Learning Community protocols and groups. In years past, the school had three PLCs they would meet every other week to review student data and progress. The three teams were the Leadership team (focused on curriculum review and research-based best practices in teaching), the data team (primarily worked on collecting data, ensuring the data is housed in a manner that is accessible to staff, and established the school wide assessment schedule, as well as, analyzing data and looking for trends over time.), and the Student Supports team (is the PBIS team). For the 2021-2022 school year, GES is looking to reinstate the three teams; however, the teams will be shifting from bi-weekly meetings to monthly meetings.

Since 2015 the district has been working on competency based education. Since the onset of this educational reform, the district has aligned the standards to competencies, created rubrics, established quality performance tasks, and created a reporting system (ALMA: newly released to families in the 2020-2021 school year) to enhance parent involvement.

The school would like to conduct a training opportunity for Ortongillingham during the summer of 2022. The district has seen a need for staff to become trained in a foundational reading program that targets phonemic awareness and strategies to implement during core instruction. The current Title I teacher has been participating in training through IMSE. The district would like to obtain Maxscholars’ training for all staff if grant funding is awarded. The district would like to enhance the foundational reading skills; therefore, we will be seeking a training opportunity to expand staff knowledge.

Based on the data from the Department of Education’s iReport data site, Groveton Elementary School students performed the following on the state assessments:

Content Area	2018	2019	2020
ELA: proficiency %	37 %	30 %	COVID- no score reported
Math: proficiency %	37 %	27 %	COVID- no score reported
ELA and Math proficiency %	37 %	39 %	COVID- no score reported

Implementation of Schoolwide Reform Strategies GMS

In 2018-2019 Groveton Middle School determined there needed to be a change in student scheduling in order to enhance student access to content for all subject areas. The middle school altered their programming to reflect the following:

Monday: skinny day-students see all content areas

Tuesday: Purple day

Wednesday: Grey Day

Thursday:Purple Day

Friday: Grey Day

Students access two content areas, as well as specials, and an enrichment period, on the purple day. They then access the other two content areas, as well as specials, and the enrichment period, on the grey days. This allows students to have extended class instruction time (essentially block scheduling).

Since the beginning of this scheduling, the middle school team has established that additional changes need to be made. They created a study hall that allows all students to have additional access to all content area teachers (there is a rotation that students follow), so the students may access additional support(s) in each subject area.

Due to the various needs within the district, especially the middle school, and the current needs of the students the district will be starting to utilize Title I funds to hire a Title I middle school teacher to address the reading, writing, and mathematics needs of the students.

Parents have indicated that there is a need for additional support and services for students that have academic deficits that do not qualify for special education. The district continues to review and assess the various needs within the population and have identified that Title supports would benefit all students that need additional services to enhance their foundational skills.

Since 2015 the district has been working on competency based education. Since the onset of this educational reform, the district has aligned the standards to competencies, created rubrics, established quality performance tasks, and created a reporting system (ALMA: newly released to families in the 2020-2021 school year) to enhance parent involvement.

The district would like to start a middle school Title I program during the school year; however, funding has been a barrier.

The school would like to conduct a training opportunity for Ortongillingham during the summer of 2022. The district has seen a need for staff to become trained in a foundational reading program that targets phonemic awareness and strategies to implement during core instruction. The district would like to obtain Maxscholars' training for all staff (English Language Arts teacher and Special Educators) if grant funding is awarded. The district would like to enhance the foundational reading skills; therefore, we will be seeking a training opportunity to expand staff knowledge.

Based on the data from the Department of Education's iReport data site, Groveton Middle School students performed the following on the state assessments:

Content Area	2018	2019	2020
ELA: proficiency %	46 %	53 %	COVID- no score reported

Math: proficiency %	21 %	20 %	COVID- no score reported
ELA and Math proficiency %	34 %	37 %	COVID- no score reported

The district recognizes that the middle school will need to establish Professional Learning Community protocols and groups. For instance, the school will need three PLCs that will meet every other week to review student data and progress. The three teams will be the Leadership team (focused on curriculum review and research-based best practices in teaching), the data team (primarily worked on collecting data, ensuring the data is housed in a manner that is accessible to staff, and established the school wide assessment schedule, as well as, analyzing data and looking for trends over time.), and the Student Supports team (to address behavioral needs within the school that are impacting academic progress).

Implementation of Schoolwide Reform Strategies GHS

GHS will not be accessing Title I funds; therefore, strategies will not be identified. The following information is included to provide data and/or information regarding the whole district.

Since 2015 the district has been working on competency based education. Since the onset of this educational reform, the district has aligned the standards to competencies, created rubrics, established quality performance tasks, and created a reporting system (ALMA: newly released to families in the 2020-2021 school year) to enhance parent involvement. GHS students are receiving competency grades and/or reporting in addition to numerical grades, due to this being a transitional year.

Based on the data from the Department of Education's iReport data site, Groveton High School students performed the following on the state assessments:

Content Area	2018	2019	2020
ELA: proficiency %	74 %	38 %	COVID- no score reported
Math: proficiency %	41 %	41 %	COVID- no score reported
ELA and Math proficiency %	57 %	40 %	COVID- no score reported

Implementation of Schoolwide Reform Strategies SPS

Based on the SPS School-wide Program School Plan from 2011-2012, the district was utilizing the "Reading First" resource books produced by the Region IV Education Service Center in Houston, Texas. This program included strategies for phonemic awareness, phonics instruction, vocabulary and application, comprehension, fluency, and motivation. In the area of

mathematics, the district was utilizing the Hartcourt basal series. These series focused on explicit instructional strategies (guided practice and independent work, applications of concepts), conceptual understanding (hands on manipulative creating visual images and modeling), assessment, problem solving (model and explicit teaching of vocabulary and procedures for tackling word problems), practice, and writing (summarization, reflection, and explaining why and how the concept can be used with real life situations).

The Title I program at Stratford Public school will be establishing Professional Learning Community protocols and groups. The school will look to have three PLCs they would meet monthly to review student data and progress. The three teams will be the Leadership team (focused on curriculum review and research-based best practices in teaching), the data team (primarily worked on collecting data, ensuring the data is housed in a manner that is accessible to staff, and established the school wide assessment schedule, as well as, analyzing data and looking for trends over time.), and the Student Supports team (looking at behavioral needs for the middle school students).

Since 2015 the district has been working on competency based education. Since the onset of this educational reform, the district has aligned the standards to competencies, created rubrics, established quality performance tasks, and created a reporting system (ALMA: newly released to families in the 2020-2021 school year) to enhance parent involvement. SPS students are receiving competency grades.

The school would like to conduct a training opportunity for Ortongillingham during the summer of 2022. The district has seen a need for staff to become trained in a foundational reading program that targets phonemic awareness and strategies to implement during core instruction. The district would like to obtain Maxscholars' training for all staff if grant funding is awarded. The district would like to enhance the foundational reading skills; therefore, we will be seeking a training opportunity to expand staff knowledge.

Based on the data from the Department of Education's iReport data site, Stratford Public School students performed the following on the state assessments:

Content Area	2018	2019	2020
ELA: proficiency %	69 %	39 %	COVID- no score reported
Math: proficiency %	55 %	32 %	COVID- no score reported
ELA and Math proficiency %	62 %	36 %	COVID- no score reported

Implementation of Schoolwide Reform Strategies SVS

SVS does not currently qualify for Title I funds; therefore, strategies will not be identified. The following information is included to provide data and/or information regarding the whole district.

Since 2015 the district has been working on competency based education. Since the onset of this educational reform, the district has aligned the standards to competencies, created rubrics, established quality performance tasks, and created a reporting system (ALMA: newly released to families in the 2020-2021 school year) to enhance parent involvement. SVS students are receiving competency grades.

The school would like to conduct a training opportunity for Ortongillingham during the summer of 2022. The district has seen a need for staff to become trained in a foundational reading program that targets phonemic awareness and strategies to implement during core instruction. The district would like to obtain Maxscholars' training for all staff if grant funding is awarded. The district would like to enhance the foundational reading skills; therefore, we will be seeking a training opportunity to expand staff knowledge.

Based on the data from the Department of Education's iReport data site, Stark Village School students performed the following on the state assessments:

Content Area	2018	2019	2020
ELA: proficiency %	61 %	69 %	COVID- no score reported
Math: proficiency %	50 %	50 %	COVID- no score reported
ELA and Math proficiency %	56 %	59 %	COVID- no score reported

Highly Qualified Teachers

SAU 58: Northumberland (Groveton Elementary, Groveton Middle, and Groveton High School), Stratford Public School, and Stark Village School seek highly qualified teachers for all positions and openings. Due to a critical shortage in our area of the state, the district has had a large number of staff seeking their credentials via Alternative IV credentialing.

The district has created a position of a highly qualified staff member to support newly hired teachers seeking their credentials via the DOE. This has proven to be an effective program. For instance, during the 2020-2021 school year, the SAU had a total of 14 educators seeking credentialing via an alternative pathway. All educators have obtained the proper credentials needed to continue teaching during the 2021-2022 school year.

In reference to the Title I programming, Groveton Elementary School has a highly qualified teacher providing Reading and Writing instruction, as well as, another experienced highly qualified educator providing mathematics instruction.

In reference to the Title I programming, Groveton Middle School would like to seek a highly qualified teacher to provide Reading and Writing instruction, as well as mathematics instruction; however, due to funding constraints the district has found this to be challenging.

In reference to the Title I programming, Stratford Public School had a part time highly qualified teacher providing Reading and Writing instruction, as well as, another experienced part time highly qualified educator providing mathematics instruction. Due to a staff member retiring at the end of the 2021 school year, Stratford will be seeking an individual to continue providing instruction in the area of reading/writing. In the area of mathematics, the district will be looking to maintain the Title I service in the area of mathematics instruction; however, due to a concern regarding funding the district will need to assess the feasibility of maintaining such services.

Stark Village School and Groveton High School do not have Title 1 programming; therefore, a review of the staffing for such programs is not provided.

Professional Development

The District has adopted a Professional Development Master Plan to serve as a basic guideline for the operation of its professional development for the five-year period of July 1, 2018 to June 30, 2022. Here is the link to access the PD Plan (a PDF can be requested):

<https://docs.google.com/document/d/1aAwEYwFaOo4H1QVaJSxNLXSHrQzH1QPp8bpflFdOP6g/edit?usp=sharing>

Family and Stakeholder Involvement

At SAU 58 we recognize the importance of working with family members and the community at large in an effort to support the achievement of our students. As the demographics of our community have changed, we have found parent and community involvement more and more challenging.

We strive to offer a Family Math and Literacy night annually to engage in math and literacy activities that families can enjoy at home. We find more families participate when we are able to provide food and offer opportunities for all family members to engage in activities (eg. an author visit).

At Groveton Elementary School, teachers send home newsletters in print and electronically, keeping families informed of happenings in our school community and providing information about supporting student learning. Many teachers now have Bloomz accounts,

used to post daily about happenings in classrooms, again keeping our families informed about what is happening in our school.

At Stratford Public School, teachers maintain contact with families via a variety of sources; for instance, emails, communication books, phone calls, etc.

We reach community members through our SAU website, which provides access to each district, as well as, through our facebook page(s). We host an annual open house(s), where students have the opportunity to bring their families into the schools and share their learning with the community.

Additionally, in the spring of each year we ask parents to complete a survey that helps assess our school program and community; data is used to drive school improvement goals and initiatives.

Transition Process

Northumberland:

Groveton Elementary School is a K-5 school. Students transition into the Groveton Elementary school for Kindergarten from various settings; for instance, the local Head Start Program, private daycare providers, and/or the home settings. Incoming kindergarten students are invited to an open house in June, prior to the start of the school year beginning the following September. Parents are provided literature about the upcoming school year and about strategies they can use and games they can play to prepare their child for the start of kindergarten. Children spend a couple hours with the kindergarten teacher exploring their classroom and meeting their classmates. All students are invited to a Welcome Back to School Ice Cream Social the week before the new school year begins.

Students transition to Groveton Middle School, located approximately ¼ mile from GES as they enter sixth grade. The fifth graders, moving up to Groveton Middle School, are invited to a “step up” day during the final week of fifth grade. Students spend a day (during the 2020-2021 school year it was a partial day) shadowing a middle school student, becoming familiar with the changing of classes and their middle school teachers. A brief introduction to the middle school positive behavior program and co-curricular activity opportunities is provided. At the end of summer vacation, students entering sixth grade and their family members are invited to Groveton Middle School to review an informational evening on middle school expectations.

Stratford:

Stratford School offers a 4 year old Pre-K program. If a need arises for Title I services, Title I personnel may be used to work in the Pre-K area.

Students transition to Groveton High School, from SPS as they enter ninth grade. The eighth graders, moving up to Groveton High School, are invited to a “step up” day during the final week of eighth grade. Students spend a day (during the 2020-2021 school year it was a

partial day) shadowing a high school student, becoming familiar with their high school teachers. A brief introduction to the high school positive behavior program and co-curricular activity opportunities is provided. At the end of summer vacation, students entering ninth grade and their family members are invited to Groveton High School to review an informational evening on high school expectations.

Stark:

Stark Village School is a K-6 school. Students transition into the Stark Village School for Kindergarten from various settings; for instance, the local Head Start Program, private daycare providers, and/or the home settings.

Students transition to Groveton Middle School as they enter seventh grade. The sixth graders, moving up to Groveton Middle School, are invited to a “step up” day during the final week of sixth grade. Students spend a day (during the 2020-2021 school year it was a partial day) shadowing a middle school student, becoming familiar with the changing of classes and their middle school teachers. A brief introduction to the middle school positive behavior program and co-curricular activity opportunities is provided. At the end of summer vacation, students entering seventh grade and their family members are invited to Groveton Middle School to review an informational evening on middle school expectations.

Teacher Involvement in Use of Academic Assessment Data

Northumberland:

In addition to state mandated testing and the SAU wide mandated STAR 360 assessments, teachers at Groveton Elementary School have worked together to decide on the use of the following assessment data:

GES Assessment Schedule										
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Quarterly
Star 360	Whole School				Whole School			Whole School	Whole School	
Words their Way	K-3				K-3				K-3	4 & 5 (Beginning of each marking quarter)
High Frequency Reading	Whole School								Whole School	
High Frequency Spelling	K-3in				K-3				K-3	4 & 5 (Beginning of each marking quarter)
F & P Benchmarks				2-5 *	K-1				K-5 **	K-5 **

Writing Prompt		Narrative				Opinion			Narrative	
POA		K-2***			K-1				K-1	
PNOA		K2			K-2				K-2	
*Purpose of benchmarks: To drive instruction; should be given by teacher; given to those below and at expected level; not necessary for those two or more levels above expected level; Listen to students read (sound and fluency not speed---intonation, phrasing, smoothness, etc.										
All Title I staff will be supporting benchmarks; as well as Special Educators.					*Administer POA to 2nd graders who did not master by May of 1st grade.					

Teachers meet in grade level teams to review F & P benchmarks and use data to form guided reading groups. Guided reading groups are created across grade levels in grades 3 -5, providing opportunity for individualized and differentiated instruction at each reading level. For the past couple of years, writing prompts have been reviewed and scored during a PLC, providing opportunity to use data to inform instruction and improve student achievement. Other assessments listed above are administered by classroom teachers; data is used to drive instruction throughout the year.

Stratford:

In addition to state mandated testing and the SAU wide mandated STAR 360 assessments, teachers at Stratford Public School have worked together to decide on the use of the following assessment data:

SPS Assessment Schedule										
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Quarterly
Star 360	Whole School				Whole School			Whole School	Whole School	
Title I assessments *** (assessments to be determined)	Whole School				Whole School			Whole School	Whole School	
*Purpose of benchmarks: To drive instruction; should be given by teacher; given to those below and at expected level; not necessary for those two or more levels above expected level; Listen to students read (sound and fluency not speed---intonation, phrasing, smoothness, etc.										
All Title I staff will be supporting benchmark					* Assessments being used will be determined and added into the chart.					

Stratford School believes it is important to review other indicators other than just the State required testing. The school closely monitors attendance through our school secretary. We have a computerized system, Alma, where each student has a student information platform. Attendance and discipline data is logged and kept for future reference as well as reporting to the State Department of Education. Parents are contacted when the student is absent to determine the reason and a note is required when the student returns, which includes doctors' notes. Stratford School Policy abides by the truancy guidelines the State has set forth and letters are sent home to notify parents when students' attendance falls below expectations. A plan is set in place if absenteeism becomes a factor in a student's school performance.

Student conduct is another area that is closely monitored. We have implemented a "Code of Conduct". It is our hope that students will take responsibility for their actions. Referrals are required when an incident occurs, whether for disciplinary action to take place or as data collection to reference patterns of behavior. Our staff works collaboratively and consistently in dealing with offenses. The district is looking to implement a positive behavior plan and/or system during the 2021-2022 school year. Due to a change in administration during the 2019-2020 school year, and then again in the 2020-2021 school year, behavior programming has not been maintained and/or transitioned.

Stark:

Stark Village School does not have a current Title I programming. If the district shall become eligible assessment data and/or information will be provided and/or added to the SAU Plan.

School Programs for Ensuring Students Achievement at Proficient or Advanced Levels

Northumberland (Groveton Elementary):

Response To Intervention programming at Groveton Elementary School has provided opportunities for students to receive effective interventions that help raise student achievement levels. Staff in grades K -5 look at the needs of students to form intervention groups. Data collected from sources in the above assessment section help to form the intervention groups. Tier 1, core instruction, provides all students with whole group or small group instruction. Tier 2 interventions provide small group interventions focused on a specific skill; these interventions may be provided by classroom teachers, Title I teachers, or paraeducators. The Tier 2 interventions are used to focus on areas of weakness in an effort to improve student achievement. Tier 3 interventions include services from special education.

Stratford:

Response To Intervention programming at Stratford Public School has provided opportunities for students to receive effective interventions that help raise student achievement levels. Staff in grades PreK -8 look at the needs of students to form intervention groups. Data

collected from sources in the above assessment section help to form the intervention groups. Tier 1, core instruction, provides all students with whole group or small group instruction. Tier 2 interventions provide small group interventions focused on a specific skill; these interventions may be provided by classroom teachers, Title I teachers, or paraeducators. The Tier 2 interventions are used to focus on areas of weakness in an effort to improve student achievement. Tier 3 interventions include services from special education.

Stark:

Stark Village School does not have a current Title I programming. If the district shall become eligible information will be provided and/or added to the SAU Plan.

Coordination & Integration of Federal, State, and Local Services/Programs

HOMELESS CHILDREN:

All districts (Northumberland and Stratford (due to grant qualifications) set aside funding for the purposes of transportation and education in the event that a homeless situation occurs in our District. The SAU school districts follow the federal law and the McKinney-Vento Homeless Assistance Act requiring our school to provide educational stability for homeless children. All districts work with the Homeless Liaison if a situation occurs.

STUDENTS IN FOSTER CARE: All districts have an appointed liaison for Foster Care situations. If a situation occurs, consultation and direction will be provided by the liaison and the Superintendent.

MIGRANT STUDENTS: Migrant students will receive the same services as other students enrolled in SAU 58's Title I Programs. All students are assessed in the same manner and after analysis of District assessments, the students' needs will be determined and met.

All districts within SAU 58 coordinate all activities for all students. We are one educational community working to meet the needs of all our students. Our leadership team(s), our data team(s), and our student support team(s) collaborate with one another to ensure we all work for the common goal of positively impacting student achievement. Our core units of study have helped us align our instruction to CCSS as we continue to work towards a competency based system that aligns performance based assessments with our core units of study. Our leadership team and our grade level teams work together to implement research based best practices that guide instruction. We continue to use other grant monies to provide professional development for our teachers that aligns with our curriculum work. SAU 58 uses local, state and federal funds to align all services and programs for our students in an effort to increase student achievement.

Program Evaluation

SAU 58's Title I programs are focused on providing students and families of our school community with resources that will positively impact student achievement. The professional teams in our school will continue to meet on a regular basis to foster communication and coordination of resources available to all districts: the school leadership teams will continue to support the use of research based best practices in our schools, the data teams will look at school wide achievement data, determining trends, strengths, and needs, and the student support teams will continue to address the social emotional growth of our students.

The leaders in our schools will ensure that our families are involved in our schools through family events, newsletters, parent/teacher/student conferences and various electronic communication. We understand the importance families play in the achievement of our students and will continue to ensure these families and community involvement strategies are implemented and revised as necessary.

Our grade level PLC meetings will meet regularly to review our student achievement and make decisions regarding student interventions. The Title I Manager, our school Principals and/or Student Services Administrator, will meet with Title I teachers to monitor the implementation of the schoolwide Title I services.

Revised via the Student Services Administrator:
Michelle Mason, M.Ed.

All data and information was collected from Principals, data systems, and information from the SAU.