



Title I Schoolwide Program Plan

This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a brief summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices.

- This document is intended to be posted publicly on school websites and readily available to families and members of the community.
- Please use this plan in combination with the Schoolwide Program Plan Rubric.

Please complete the following details:

Name of School: Ashland Elementary School

School Year: 2017-2018

Current Poverty Rate: 52.94%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Letter of Intent submitted on: 11MAY17

Schoolwide Planning Team (members and their affiliation):

Katie Chamberlain, Middle Tier Faculty Representative

Kelly Avery, Intermediate Tier Faculty Representative

Shannon Bartlett, Principal of Ashland Elementary School

Joanne Bickford, Library Media Specialist & Speech Assistant

Lester Brent, Technology Specialist

Lis Coleman, Special Education Representative
Nick Gagnon, Middle Tier Faculty Representative
Brian Jones, Primary Tier Faculty Representative
Carolynne O'Brien, Special Education Representative
Carrie Sanborn, Guidance Specialist
James Wenhart, Intermediate Tier Faculty Representative
Ellen Young, School Nurse
Denise Zeman, Title I Teacher and Project Manager
Stephen Heath, Community Member; Fire Chief and Retired Educator
Dr. Lynn Davis, Community Member; Retired Educator

Planning process began on: August 2016
Plan submitted on: 8/10/17

Please check the appropriate option:

Initial Plan
 Annual Update (Please leave the original Schoolwide Plan intact, and add your update in the section provided beneath each plan component.

1. Decision to become a schoolwide school:

- (a) **What was it that prompted your interest in becoming a schoolwide school?**
- The opportunity for Title I teacher to support and improve the performance of all AES students
 - The goal of leveraging federal funds as efficiently and effectively as possible.
 - The ability to connect and partner with all students and their families.

- Consolidation of Federal, State and local funds to better address the needs of students in the school.
- To upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students (ESEA section 1114)

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? Provide side-by-side (TAS/SW) description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction. (See Attached Appendix 1b)

- Ashland Elementary School was restructured at the start of the 2013 school year, to provide more personalized instructional practices that increase student engagement and improve academic performance, moving students along the learning continuum from beginning to proficient. Our school-wide program will allow us to increase and strengthen our efforts to provide a customized learning experience that meets the needs of all our students by increasing the pool of qualified professionals and para-professionals available to provide specific instructional supports to our lowest-achieving students.
- Comprehensive services will be offered to all struggling students through the continued application of a personalized learning model, without the stigma attached to the Title I student classification. Flexible, multi-age instructional groups based on assessment data continue to allow for specific, targeted instructional practices in all classrooms. Schoolwide Title I allows for increased differentiation opportunities and support based on student needs.
- As part of the 2013 restructuring process, AES implemented a one to one iPad program for middle tier students, while primary and intermediate tier classrooms had banks of Chromebooks and Kindle Fire devices. By the start of the 2016 school year, classroom banks of Chromebooks have tripled in size, providing almost 100% of AES students with one to one computing capacity. School-wide Title I will provide further professional development to staff that will improve our use of technology to personalize learning.
- Researchers learned during the 1980s that improving the entire school, rather than targeting the poorest-performing students, improved the education of all students, even the most disadvantaged (Slavin, Karweit, & Madden, 1989). Shifting to a school-wide approach gives teachers new opportunities to enrich instruction and accelerate student learning. Following the same rigorous core curriculum, students can meet the state's and district's high standards.
- Accountability for results will become a shared expectation throughout the school. All students will be expected to meet the same challenging (Miller, 2001) standards which has been shown to increase student outcomes (Miller 2001; Hattie, 2009) and all staff are expected to contribute to improving student achievement. This collective effort will increase the pool of qualified professionals that can offer Tiered services.

- Hattie, J. "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement." Routledge. 2009. P. 122.
- Madden, N., Slavin, R. Stevens, R. & Farnish, A. (1989). *Success for All: Beyond the basics in reading*. Baltimore, MD: The Johns Hopkins University Center for Research.
- Miller, R. "Greater Expectations to Improve Student Learning." Association of American Colleges and Universities. November 2001. http://www.greaterexpectations.org/briefing_papers/ImproveStudentLearning.html

(c) What are your goals in becoming a school-wide school? What will the impact of this transition look like for your students?

The mission of Ashland Elementary School is to prepare today's learner for tomorrow's world; this mission is reflected in our school wide goals. Our goals focus on student achievement, school climate, and parent and community partnership. These goals are:

- Goal #1: Student Achievement – Improve the math and literacy skills of all Ashland Elementary School students, with particular attention to improving the achievement of low performing groups of individuals.
- Goal #2: School Climate – Ashland Elementary School will be a caring, inclusive, safe community responsive to individual needs. There will be open, honest, and respectful relationships. Students, families and staff will demonstrate a sense of belonging, ownership, and pride.
- Goal #3: Parent & Community Partnerships – Enhanced early interventions, family literacy programs, and home/school community partnerships will help all children come to Ashland Elementary School ready to learn and achieve at high levels.

The impact of this transition to a Title I School-wide Program benefits Ashland Elementary School because we will:

- Ashland Elementary School is now operating on a targeted assisted Title I program and as such must identify particular students as eligible to participate in Title I programming (ESEA section 1114(a)(2)(A)(i). It would be beneficial for all students to receive assistance in the classroom.
- Involving parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program.
- Services are based on a Response to Intervention (RTI) model. It's a proactive approach to measuring students' skills and using this data to drive instructional practices in the classroom.
- Designing more personalized instructional strategies where staff can know students individually and follow their social and academic progress closely
- Consolidate federal, state, and local funds. Operating as a school wide Title I program, Ashland Elementary School may consolidate Federal, State, and local funds to better address the needs of students in Ashland Elementary School. (ESEA section 1114(a)(3).



2. A comprehensive needs assessment of the whole school:

(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(a) in appendix.

- Ashland Elementary School administration and faculty began data analysis of the Spring 2015 Smarter Balance Assessment scores in order to plan for the 2016-2017 school year. Data was used to determine specific strengths and weaknesses in student performance and instructional practices.
- Students at Ashland Elementary School take the NWEA MAP assessment two-three times per year to measure student growth. Teachers use the NWEA MAP data as part of their baseline data to determine their SMART goals for the school year as well as to assist students in setting individual learning goals. The MAP assessment is a norm-referenced test that provides relevant data of student strengths and weaknesses in reading and math. Teachers use NWEA MAP data to create flexible skill group of students and provide differentiated instruction in each flexible skill group to meet the needs of each student.
- The Learning Continuum provides teachers with a profile of each student that includes proficiency levels for specific skills. Based on deficiencies, teachers collaborate to determine research-based interventions to help bridge gaps in learning. Teachers use formative and summative assessments to guide instruction and to plan for differentiation and remediation. Through the use of the skill based group framework, teachers are able to differentiate small group instruction for both reading and math. Students are regrouped each assessment period or as needed. Teachers also discuss alignment, pacing, instructional practices, and assessments to determine effective instruction. If intervention is provided with fidelity and is not working, the team will reevaluate interventions.
- Multidisciplinary grade level teams (classroom teachers, teaching assistants, special education teachers, and the Title I teacher) work collaboratively with skill group teachers to determine the level of interventions needed to help each student feel and be successful in the classroom environment.

See 2a appendix which includes NWEA data and SBAC data

Data Analysis Areas of Strength

- 2016 Smarter Balance Assessment Data indicates 70% of Ashland Elementary School students 3-8 were proficient or above in English Language Arts as compared to 60% of NH students in grades 3-8.

- Ashland Elementary School students also displayed overall growth from the year 2015-2016 in the area of English Language Arts. Overall, the 4th grade 22% growth, 5th grade 42% growth, 6th grade 19% growth, 7th grade -3% growth, and 8th grade 8% growth.
- Smarter Balanced ELA scaled scores of students in grades 3-8 increased an average of 65.6 points from 2015-2016.
- The percentage of students scoring proficient or above in ELA increased 17.6% between 2015-2016 Smarter Balance Assessments.
- Spring 2015 NWEA Reading Data indicates 56.5% AES students (K-8) made end of year growth targets; Spring 2016 NWEA Reading Data indicates 66% AES students (K-8) made end of year growth targets. This was an overall increase of 9.5%.

Data Analysis Areas of Concern

- ❖ School-wide assessment data continues to indicate Math as an area of concern. Student performance on all standardized math assessments is lower than that of literacy assessments.
- ❖ As such the improvement of math instruction and increased student performance in math have been identified as our primary area of concern.

Annual Update to this component:

Date:

(b) Provide a brief description of the school, attendance area, and surrounding community.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(b) in appendix.

- Ashland Elementary School is serving the educational needs of Ashland children from kindergarten through eighth grade. Ashland is a town that takes great pride in its elementary school. Ashland itself is a community of limited financial means. According to 2014 census data, Ashland’s per capita income was \$19,708, almost half the per capita income for the state of New Hampshire (United States Census Bureau, 2016). As well, Ashland’s median household income in 2014 of \$41,658 was only two-thirds the median household income of the state (New Hampshire Employment Security, 2016).
- Ashland Elementary School’s strengths are rooted in two critical attributes: its amazing staff and personalized pedagogical approach. Its success has been documented locally with student assessment data and recognized at the state level by the New Hampshire Excellence in Education Program.
- Ashland teachers are motivated by and loyal to the cause and will do almost anything to ensure all students thrive. In fact, the majority have spent their entire professional careers at AES, despite knowing they are paid less than 61% of teachers across the state (New Hampshire Department of Education, 2016). Ashland Elementary School was almost above the state % proficiency of students in grades 3-8 2015-2016 for the school year.

Annual Update to this component:

Date:

- (c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(c) in appendix.

- During the 2016-2017 school year, all stakeholders were given a survey which asked questions about how effectively they believed the school system was performing; whether they believed the school was adequately meeting students' needs when dealing with topics such as social issues, academics, and discipline. A parent survey was posted on the school's website for the parents of all students (Grades Pre-K through Eighth) asking questions about how the school communicated with them, allowed them to participate in planning, and provided assistance in the education of their children.
- Parents were informed about the online survey through the use of our newsletters, automated phone system. It was available for parents to access and complete at the annual fall open house night, which is held at the beginning of the school year. A paper copy was sent home to the parents who were not able to access the survey online.
- Title I Comprehensive Needs Assessment Plan survey results were tallied and the qualitative data was used to identify the concerns of all stakeholders. Not only was qualitative data used, but quantitative data, such as enrollment and student reading/math achievement information, was compiled and compared.
- The survey was conducted in an inclusive manner so it reached all the Ashland School families and members of the community (including general education, special education, talented and gifted, Limited English Proficient as well as low-achieving students. The comprehensive needs assessment paid particular attention to the needs of educationally disadvantaged children. The results are as follows:

Parent Participation Analysis Results (October, 2016) Parent Participation data suggests that:

- 98.5% report that they have a positive working relationship with their child's teacher(s),
- 97.1% report that they have opportunities to discuss their child(ren)'s specific needs with teachers and/or administrators,
- 86.8% report that the Learning Summary report card allows them to understand their child(ren)'s academic progress,
- 97.1% report that they are comfortable asking questions and expressing concerns to school staff,
- 91.2% report that AES has provided them with information, resources and materials that explain and support the instructional methods used with their child(ren),

- 80.9% feel the school is meeting the educational needs of my child(ren),
- 83.8% feel the school is meeting the social/ emotional needs of my child(ren), and
- 89.7% feel that school succeeds at preparing their child(ren) for future learning.

Follow-up steps taken after the survey included:

- All parents who requested have been contacted, (1 had clarifying questions; 2 offered additional support for our work and the school in general);
- The goal of fall Parent/Teacher conferences is to increase parent understanding of Smarter Balanced Assessment results and the AES Learning Summary. Following Spaghetti Dinner/Open House (November) we will offer mini workshops for Warrior Portal, ALMA Parent Portal & Learning Summaries. Middle Tier Teachers will visit the local high school, Plymouth Regional High School to gain clear understanding of academic expectations.

Annual Update to this component:

Date:

(d) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(d) in appendix.

- Ashland Elementary School is part of a caring community, but its families face many challenges of living in low income housing, living with a single parent, and children who have not attended a licensed preschool or child care center prior to Kindergarten. Many families struggle with issues of isolation, limited financial resources, functional literacy, and limited parenting skills.
- The current educational program strengths include:
 - High quality staff,
 - Strong commitment to students and families,
 - Data collection on individual student growth,
 - Collaborative efforts among the general education staff, Title I, ELL, and special education staff,
 - Title I/special education summer programming,
 - High level of research based interventions, and
 - Professional development at the district level.
- The needs of our current educational program include:
 - Greater parent involvement,

- Additional resources, and
- Job-embedded professional development in the area of math instruction,
- Supplemental & student centered interventions,
- Improved math instruction,
- Support for students performing below grade level. (See appendix 2A for longitudinal Assessment results).

Annual Update to this component:

Date:

- **As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(e) in appendix.

Objectives to be addressed in this school-wide Title I Plan:

Family and Community Engagement:

- Increased academic support to students via strengthening family-school partnerships that strategically present opportunities for our students' families to test out and apply new learning skills to better support their scholars during their time away from school.

Instructional Quality:

- 100% of staff will be trained in Dreambox (Math), Achieve3000/SmartyAnts (Literacy), and Epiphany personalized learning software programs.
- 85% of students who receive intervention support in reading will demonstrate more than 1 year's growth, as measured by their Fall to Spring NWEA MAP assessment.

Annual Update to this component:

Date:

3. Implementation of schoolwide reform strategies that:

Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this

document. Please reference as 3 in appendix.

The Title I School-wide program at Ashland Elementary School for the 2017-18 school year will focus on providing

(1) Differentiated instructional support in the areas of literacy and math for our struggling students (in grades K-8). This work will be done through push in instruction by the Title I teacher and a certified paraprofessional. The Title I teacher has a schedule that will allow him/her to co-plan with the grade level teams each week in order to ensure that the work done within small group or individual settings is aligned with and applicable to the classroom instructional focus.

(2) Title I Teacher increases efforts to engage families and provide professional development to teachers in support of our struggling learners. This program will continue to have a strong focus in increasing family engagement with the goal of increased student achievement. Finally, we will expand our use of personalized learning software (Dreambox) through increased professional development and training, so the program is implemented for purposes beyond the reinforcement of student math skills. This will allow teachers to identify and diagnose student needs in real time allowing for a higher level of response for our struggling learners.

Annual Update to this component:

Date:

Use effective methods and instructional strategies that are based on scientifically based research that:

i. Strengthens the academic program;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(i) in appendix.

- Ashland Elementary School supports students in their classrooms using the research-based instructional strategies of Marzano (2001) to increase student achievement; including but not limited to identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, extra practice, use of nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and the use of cues, questions, and advanced organizers. By identifying similarities and differences, students are able to analyze more complex problems in a simpler way. In the classroom during guided reading, instructional strategies include using Venn diagrams and/or charts to compare, and/or classify items. Summarizing and note-taking are also used during guided reading and math instruction. These strategies promote comprehension because students must analyze information and put it in their own words. By reinforcing effort and providing recognition, students learn the connection between effort and achievement. These important strategies are continuously used throughout the day in each subject. Teaching students perseverance is also critical to success and a vital component of their learning.

- Classrooms at Ashland Elementary School use a number of technology programs to enhance learning across the curriculum. Differentiated math support is provided through Dreambox, in all K-5 classrooms. Literacy support is enhanced through the SmartyAnts (K-2), Achieve3000, and Epic (K-5), and Newsela (3-8) programs. SmartyAnts & Achieve3000 are adaptive literacy programs. Epic addresses differentiated literacy instruction in decoding skills, vocabulary development, fluency and comprehension. Newsela is a technology program that supports nonfiction based digital literacy.

Annual Update to this component:

Date:

ii. Increases the amount of learning time during the school day as well as outside programming;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(ii) in appendix.

- In order to focus on instructional time, Ashland Elementary School wants to make better use of student independent work time. We plan on expanding our implementation of technology platforms to continue with personalize learning. This will allow for real time and focused instruction for students at their individual area of need.
- Ashland students have increased learning time beyond the school day in five ways:
 1. Our kindergarten is a full-day program that serves the needs of between 22-38 students in two classrooms taught by 2 certified teachers.
 2. The AES Library Media center is open to students for 30 minutes prior to the start of the school day. Students can work on assignments, access the internet, and receive support from the staff on duty.
 3. Ashland students are invited to participate in AES Summer B.L.A.S.T. (Bringing Learning And Summer Together), a four week mid-summer program that provides additional instruction in math and literacy (through STEM activities and hands-on learning experiences) and helps reduce the gap in learning that can occur during that long school vacation.
 4. Additional homework support is provided to students during the after-school program on Tuesdays.
 5. On-demand tutoring is available as needed throughout the school year.

Annual Update to this component:

Date:

iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iii) in appendix.

- All students are evaluated or screened upon entering our school system.
- Students who are identified as homeless are provided resources to meet their needs in order to allow them to access the general curriculum.
- The school nurse and guidance director are responsible for identifying and working with families of homeless and migrant children enrolled in school in accordance with the McKinney-Vento Homeless Assistance Act. They are also responsible for informing the Title I Project Director. Should the situation arise, all homeless and migrant students will automatically receive Title I services upon enrollment. Space will be made available according to individual needs. Students may be offered individual or small group instruction.
- ELL supports are provided for students in accordance with the law.
- District-wide intervention structure provides a framework for providing various levels of interventions based on academic and social/emotional needs.

Annual Update to this component:
Date:

iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iv) in appendix.

- Each grade level team (primary and intermediate) will meet weekly to review classroom data, discuss flexible skills groups’ within each classroom to determine that students are placed appropriately, and engage in student centered dialogues about the ongoing culture/diversity within the grade level tiers to ensure that all students are getting their needs met socially, academically, and emotionally within the classroom environment.
- As part of the common needs assessment, the teachers will review the data (formative and summative assessments, classroom assessments, and common assessments) to determine the interventions that should be used with each student. Through a benchmark system, 3 times a year there will be progress monitoring of the targeted students, which will review if the intervention worked or what intervention should be used next for student academic success.
- Ashland Elementary School has a Problem Solving Team that meets weekly and consists of the School Counselor, Title I Teacher/Reading Specialist, 2 Special Education Teachers, and the School Nurse. Teachers begin the process by completing a questionnaire to identify student concerns, previous interventions that were utilized within the classroom, and provide a general

background of the child's current performance. Teachers submit the questionnaire and all support data and documentation to the School Counselor who coordinates the Problem-Solving Team meeting to review existing interventions, all relevant data, and documentation. It is at this time the Problem-Solving Team may determine if individual students are in need of continued intervention services or to advance to special education testing. If the student remains in intervention status, other intervention strategies and a proactive, student support plan that includes SMART goals (Specific, Measurable, Attainable, Relevant, Timely) will be implemented, and progress monitored within 3-5 weeks.

Annual Update to this component:

Date:

v. Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(v) in appendix.

- Progress of students who receive supplemental support and interventions will be monitored using appropriate competency rubrics every 3 weeks, at minimum, to determine effectiveness of the interventions. In addition, the NWEA assessment will be given multiple times throughout the year for students K-8. Evaluation of the program will be measured through the achievement of norm-referenced, grade-level appropriate growth targets.

Annual Update to this component:

Date:

vi. Are consistent with and are designed to implement state/ local improvement plans.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vi) in appendix.

- Focus areas include family engagement, expanded learning time, and continued work on effective instructional practices and differentiation strategies.
- Based on best practices, our strategies align with the state standards and enables teachers to instruct our students through flexible grouping, small group instruction, and individually.
- All our curriculum, teaching strategies and assessments are aligned with the Common Core State Standards.
- On-going analysis assessment data to inform instruction and ensure students reach appropriate growth targets.
- Professional development is provided for all school personnel to enrich, enhance and educate in regards to the best practices appropriate for our student population.

- Increase our effective use of technology to improve teaching and learning for our staff and students.
- Continually studying diverse techniques such as inquiry, reflection, study groups, coaching and evaluation.

Annual Update to this component:

Date:

vii. Action Plan and Timeline

Provide an Action Plan and Timeline for implementation. School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vi) in appendix.

- In order to consistently focus on school needs, the teachers at Ashland Elementary School will hold student data team meetings in the following manner:
- Weekly Data Team Meetings (school wide)
- Weekly Grade Level Team Meetings (primary, intermediate, and middle tier)
- Monthly Title I Compliance Meetings (throughout the school year)
- Title I End of Year Evaluation to assess from a summative assessment perspective the Ashland Elementary School’s Title I Schoolwide Program strengths, weaknesses, and current/future needs.

4. Highly qualified teachers in all core content area classes:

(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this school-wide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(a) in appendix.

- All faculty and paraprofessionals will be highly qualified according to the NH DOE expectations.
- To retain high quality, highly-qualified teachers, Ashland Elementary School offers a mentor-mentee program to assist new staff as they transition to our school. Staff development is provided to help new staff members implement quality instructional practices. Due to our high percentage of students who qualify for the free and reduced lunch program, federal student loan reduction programs may be available for teachers.

Annual Update to this component:

Date:

(a) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet all qualification requirements. Documentation must be kept on file at the school.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this

document. Please reference as 4(b) in appendix.

- All paraprofessionals are eligible for para II certification.
- Documentation is kept on file at both the Office of the Superintendent Human Resources Department and at the Ashland Elementary School level.
- As of July 2017, all Ashland Elementary School paraprofessionals are Para II certified.
- The Ashland Elementary School paraprofessional staff are supervised and supported by school administration, special education teachers, and professional teaching staff.
- Ashland Elementary School will use the ParaEducator PD Program, which is founded through The Master Teacher.
- The paraprofessional training program contains over 130 training courses, delivered online and written exclusively for paraprofessionals. The ParaEducator PD program ensures that every paraprofessional has the basic skills required to be effective in the classroom—and the specific skills necessary to support students with special needs. The program also includes assessments—two of which can also be used to comply with the Title I, Section 1119 highly qualified requirement for Title I paraprofessionals.
- Please see appendix 4(b) for further information

Annual Update to this component:

Date:

5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:

(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I school-wide program.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(a) in appendix.

- The process of determining the professional development needs of Ashland Elementary School professional staff occurs at the school administrative and SAU levels. Given the open and trusting climate and culture of the Ashland Elementary School, when administration and staff request professional development training, funding is provided to ensure that professional development is provided in a timely manner.

Annual Update to this component:

Date:

(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the school-wide program.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(b) in appendix.

- Ashland Elementary School has professional development time built into its school year calendar by having four full and four half days of professional development. We include teachers, administration, paraprofessionals and other staff in professional development activities.
- We work hard to ensure that professional development is based on the unique needs of our students and staff. Data (NWEA, SBAC, ESGI) is analyzed annually to determine root causes for gaps in achievement. For example, a root cause of a math weakness was determined to be a lack of instructional time spent on math language and skills across the grade levels. For that reason, we will be focusing professional development efforts on math instructional practices across grade levels this year to raise our student's achievement in areas of need. We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. These are some examples, but not limited to the following: Hattie's Effective Strategies, Professional Learning Communities, Data- Driven Decision Making, Technology Integration, Intervention Team, Performance Tasks, STEM, Google Apps for Education (GAPE), Theories from the Art and Science of Teaching (2009), Research based interventions, Responsive Classroom, and Project Based Learning.
- As permitted, staff members are also encouraged to attend conferences and engage in other learning opportunities that facilitate professional growth.

- We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students.

Annual Update to this component:

Date:

6. Strategies to attract high-quality, highly qualified teachers to the school:

Describe the strategies that are used to attract and keep highly qualified staff.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 6 in appendix.

- Ashland Elementary enjoys an excellent reputation, which has provided the district with a quality pool of applicants for vacant positions and has aided the high percentage of employee retention. Ashland Elementary School is fortunate having a low rate of teacher turnover. With the addition of only two new teachers in the past years, our staff’s focus on student development has been quite consistent. As a means to attract future teachers, Plymouth State University allows us to host practicum students and student teachers. Additionally, we are continually looking at best practices and research based strategies through job embedded professional development opportunities.
- At Ashland Elementary School, there is a strong emphasis on positive school culture and positive professional relationships. Teachers are provided with pertinent, ongoing, job-embedded professional learning and frequent professional feedback and support from school leaders. Funding for professional development activities is generous. Purposeful, focused strategies are used with staff, students, and parents to foster a positive working and learning environment. Each staff/leadership meeting begins with a different focus (i.e. Teamwork/Collaboration, Maintaining High Expectations & High Standards, Using Data Effectively). Also, there is time for each leadership team leader to report on activities, upcoming events, and/or updates. Ongoing team building activities to strengthen collegiality are also a regular part of staff interactions. These activities contribute to the high retention rate of the school’s highly qualified staff.

Annual Update to this component:

Date:

7. Strategies to increase family and stakeholder involvement:

(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the school-wide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this

document. Please reference as 7(a) in appendix.

- Ashland Elementary School has involved parents in an organized, ongoing, and timely way in the planning and improvement of the school-wide program and the school parental involvement policy. Parents and stakeholders are invited to a planning meeting in which a variety of topics are discussed. Parents of students are contacted by a personal call, letter, email, and the information is available on the school's website.
- Parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 program can be improved at Ashland Elementary. Title 1 parent involvement policy is reviewed from the previous year. School-Parent Compact and the school wide Calendar of Events are shared. Questions are answered which clarify parents' understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Later in the year, the committee collaborates for a meeting to share with parents and stakeholders the changes implemented based on their feedback.

Annual Update to this component:

Date:

(b) Describe and document how stakeholder input was used to develop the school-wide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(b) in appendix.

- Parents were informed about the comprehensive needs assessment online survey through the use of our newsletters, and automated phone system. A paper copy was sent home to the parents who were not able to access the survey online.
- Title I Comprehensive Needs Assessment Plan results of surveys were tallied and the qualitative data was used to identify the concerns of all stakeholders. Not only was qualitative data used, but quantitative data, such as enrollment and student reading/math achievement information, was compiled and compared.
- It was conducted in an inclusive manner in order to reach all the Ashland School families and members of the community (including general education, special education, talented and gifted, Limited English Proficient as well as low-achieving students.)
- Parents that requested the data after the needs assessment survey were contacted. (1 parent had clarifying questions; 2 parents offered additional support for our work and the school in general.)
- Classroom teachers, Special Education teachers, administration, parents, and community members were invited to participate in the development of this Title I School-wide Plan. The team met monthly to compile the plan and upon its completion, met as a team to make a final review before submittal.
- The goal(s) of Parent teacher conferences are to increase parent understanding of assessment results (Smarter Balanced, if available and/or NWEA), and to become knowledgeable in our Learning Summaries rubrics. Following Spaghetti Dinner (November), we will

offer mini workshops for parents. Some of these topics will include: ALMA Parent portal or academic workshops to help build success student success at home. Middle Tier Teachers will visit the local high school, Plymouth Regional High School to gain clear understanding of academic expectations and behavior for our 8th graders moving up.

Annual Update to this component:

Date:

(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(c) in appendix.

- The Ashland Elementary School Principal, Leadership Team, and staff provide timely information to the stakeholders (school, family, and community) about the Title I program. This includes: curriculum, assessments, and proficiency levels students are expected to meet through the NHDOE student reporting, parent workshops, Parent Advisory Committee meetings, website postings, email, postcards, and newsletters. The Ashland District School Board provides further information to the public; televising its monthly meetings on the local cable station. In addition, parent/teacher conferences occur twice per year and as needed.

Annual Update to this component:

Date:

(d) What strategies will be implemented to increase family and community involvement in decision-making opportunities about school programs and their child’s education?

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(d) in appendix.

- Ashland Elementary School is a very small, welcoming school. Parental involvement is essential in building a strong, supportive, and positive school environment. Ashland Elementary School affirms the right of parents to be involved in every aspect of their child(ren)’s education. Parental involvement activities at Ashland are planned to include flexible times, locations, and topics. The flexible scheduling of these activities is intentional, to accommodate the needs of AES students and parents. They consist of a combination of informational and fun activities.
- Written communication will be delivered in an understandable, simple and uniform format, including alternative formats upon request (i.e. in the parent’s native language).
- Communication is a priority at AES, and fostered through classroom newsletters (K-2), our electronic Parent Daily Announcements, ongoing email communication, parent-teacher-student conferences, phone calls, postcards, Learning Summaries (every 6 weeks),

Title I Review Team, the school entrance sign, and ALMA, our automated messaging and alert system which relays current school and community related information and events. Parents will also access information from the school website or check grades, absences, and tardies online through an online Parent Portal. Parents are invited to have lunch with their child(ren) during special events. All students in grades 3-5, have a school agenda (assignment book) to record classwork assignments and through which two-way communication regularly occurs.

- The Title I Review Team (parents, community members, classroom teachers, Title I manager/teacher and AES Leadership Team members), will work together to continuously review the implementation of this school-wide Title I program and adapt based on their analysis and feedback.

Annual Update to this component:

Date:

(e) List specific training activities and decision-making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(e) in appendix.

- Ashland Elementary School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs including the school parental involvement policy.
- We will conduct an annual meeting, at a convenient time to collaboratively develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The purpose of this school-parent compact is to build and develop a partnership to help children achieve the state's high standards. This will be presented to parents at Title I informational meetings, submitting the compact for discussion and approval by the parents at the meeting, and providing copies of the compact to the parents and students as they enroll throughout the year.
- All parents of participating children are invited to attend. We will notify parents of the meeting by: sending out invitation flyers to parents weeks prior to the meeting, notification and meeting reminders sent through the ALMA Alert messaging system, including information about the meeting on the Daily Parent announcements and on the AES website.
- We will provide parents of participating children with timely information about the Title I program. This will include a description and explanation of the curriculum, the types of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents will also have the opportunity to respond to any suggestions or changes made to the Title I

Plan by being involved in the planning of Title I informational meetings. These will be held at the beginning of each school year and provide timely information about the Title I Program for that academic year.

- Ashland Elementary School will strategically plan specific parent events throughout the year based on parent survey feedback. During planning of these events, considerable attention will be paid to ensure they help to build strong partnerships between parents and teachers, and increase cooperation between all stakeholders.
- We will provide materials, resources and instructional workshops to assist parents in supporting their child's ongoing growth achievement, such as reading and math workshops. One of our goals is to increase parental support and involvement at home. We strive to achieve this by purchasing "The Home and School Connection Newsletter" with Title I funds, which is sent home to parents at the beginning of each month. It contains ideas and activities for families designed foster a love of learning and increase student achievement and parental involvement.

- We will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports of the ESEA in an understandable and uniform format and including alternative formats upon request. We will provide resources in place when we have parents in need of materials in their native language, or parents with a disability. We will utilize a technology program to translate documents into the parent's native language. This will ensure that all parents have the opportunity to sit with the ELL liaison and have documents explained to them.

Annual Update to this component:

Date:

(f) Describe the yearly parental and staff evaluation of the school-wide program and how this information is used to improve the plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(f) in appendix.

- We have involved parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide program and the school parental involvement policy in many different ways. Parents are able to review program data during the Title I Planning Meeting and individual student progress data is available upon request. Parents are able to provide feedback and input – all of which is considered and valued.
- As a staff we review end-of-year growth data of each student to determine goals for the coming school year. Title I student end-of-year growth data is also reviewed and changes or adjustments to the type and manner of services provided are made as a result.
- Parents are surveyed for their feedback on Title I outcomes specific to their child(ren), overall implementation of services and communication with Title I staff.

Annual Update to this component:

Date:

8. Where appropriate, plans for assisting children in the transition process:

Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 8 in appendix.

- At the start of each school year, our Open House event welcomes all families into the building, to establish positive connections, a safe, inclusive environment and promote continued partnership between our school and parents.
- Each spring, our Welcome to Kindergarten registration days provide opportunities for parents, children, and teachers to meet and for the upcoming year. At this time, students are screened and assessed on their academic and social skills using the Brigance assessment.
- Prior to these registration days, local and area preschool programs will be contacted to ensure all eligible students participate.
- Kindergarten Transition Day occurs the day before school starts each year. It provides the opportunity for new kindergarten students to meet their teachers again, visit their classrooms, greet other adults in the school, practice morning drop-off procedures and review the expectations for Kindergarten.
- Middle Tier Students (6-8 grade) participate in an orientation as well as in team building community activities throughout the year to create safe, positive learning environment.

- In transitioning to high school, 8th grade students participate in a class called “Moving-On Up” during which they review the Program of Studies, create their schedules for 9th grade, meet high school guidance counselors and resource staff. They (and their parents) also participate in Moving Up night at the high school during which they have dinner and tour the school with current National Honor Society and Student Council members. They meet teachers, coaches, and administrators, and learn about all the co-curricular opportunities available to them. They are encouraged to get involved in sports and clubs during this event.

Annual Update to this component:

Date:

9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 9 in appendix.

- As referenced in Appendix 2a, NWEA assessments are administered multiple times each year to students in all grades. Teachers use data driven dialogue to predict, observe, and analyze this data. They create instructional action plans based on the academic assessment data to move students forward. Teachers also reflect on successful strategies and areas to improve in daily lesson instructional practices and make adjustments at the curriculum and learning progression levels for individual students.
- Tier level (teacher) meetings have an allotted time daily to look at academic data (as well as whole child) and make decisions and plans to meet students’ needs individually. These meetings include intervention team members and administrators.

Annual Update to this component:

Date:

10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this

document. Please reference as 10 in appendix.

- At Ashland Elementary School, we will provide direct support to students who experience difficulty mastering proficient or advanced levels of academic achievement standards. This daily support will occur individually and/or in small groups during class, as well as during additionally scheduled times across all tiers (k-8).
- We use flexible skill grouping of students in reading and math so that teachers can address gaps in individual student skills. This approach allows for clear identification of student needs and the targeting of specific instruction.
- Additionally, students (K-5) use an adaptive math program called Dreambox which reinforces math skills and processes;
- Primary students (K-2) use the literacy programs SmartyAnts & Epic to increase their reading comprehension and fluency skills;
- Students (grades 3-8) will be using Achieve 3000 adaptive literacy program; teachers will use Achieve data on a daily basis to inform individual and small group instruction and monitor student progress.
- Newsela is also used by teachers in all tiers, to reinforce the citing of textual evidence.

Annual Update to this component:

Date:

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

- (a) **School-wide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.**
- School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(a) in appendix.
- The Ashland Elementary School Principal, Guidance Counselor, and School Nurse coordinate and integrate its federal, state and local services and programs. The programs that the Ashland Elementary School coordinates include: Title I, REAP grant funds, Homeless services, Special Education, and food and nutrition programming. This year we have been awarded the Children’s Literacy Foundation (CLiF) grant. It includes a series of parent/student events which are aimed at encouraging a love of reading for all our students and

their families, increasing parent involvement in their children’s education and increasing literacy resources for the school, parents and local library.

Annual Update to this component:

Date:

(b) Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a school-wide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(b) in appendix.

- Ashland Elementary School currently consolidates – braids funds from the Federal, State and local sources including Title I, Homeless Services, ELL Services, Special Education, social service agencies (including mental & physical health providers), federal Food and Nutrition program, Heating Oil Assistance program, Speare Memorial Hospital Dental Program, and the Ashland Parks & Rec After School and Summer programs, to address the complex and escalating needs of our students.

Annual Update to this component:

Date:

(c) A list of programs that will be consolidated under the school-wide plan (if applicable).

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(c) in appendix.

- Ashland Elementary School will continue to consolidate the aforementioned programs and will add to that list the Children’s Literacy Foundation (CLiF) grant funds and associated resources and opportunities that include increasing parent engagement in their children’s education.

Annual Update to this component:

Date:

12. Program Evaluation:

- a. Steps included to continually monitor implementation for problems, feedback, and adjustments.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(a) in appendix.

- Ashland Elementary School Principal will collaborate and communicate feedback and adjustments with the Title I Project Manager on a routine basis as well as during the fall, spring, end of year compliance meetings, and Title I End of Year Program Evaluation.
- Ashland Elementary School Principal will meet with the Leadership Team to regularly evaluate and document program successes as well as feedback and adjustments.
- AES Principal and Title I Project Manager/teacher will hold parent involvement meetings and survey parents.
- AES Principal and Title I Project Manager/teacher will conduct routine Title I Review Team meetings to provide observations and survey data to continually monitor the implementation of the program for successes, feedback and adjustments.

Annual Update to this component:

Date:

- b. Annual Program Evaluation Policy, involving school staff, families and community members using performance, non-performance, process, and perception data.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(b) in appendix.

- Parent Conference Participation data (twice a school-year)
- Participation data for theme nights (parent engagement)
- End of year Title I program evaluation includes collection and analysis of the following data by the Title I teacher & school principal:
- Number of students served
- Number of students who exited the program during the year
- Breakdown of why those students exited (Special Education placement or met targets)
- NWEA results to indicate how much growth average student achieved
- NWEA results indicate how much growth Title I students achieved
- NWEA results indicate how much growth various subgroups achieved: (subject area, grade-level)
- NWEA results to indicate whether or not students of parents who participated in family community engagement events showed more, less or equivalent growth.
- Results of parent survey

This data will be reviewed and analyzed by the Title I Review Team; the program will evolve based on this analysis.

Annual Update to this component: Date:
13. Letter of Intent:
Letter of intent is attached to the Title IA Grant Date: Submitted 11May17

Appendices

The following documents are uploaded as attachments

- 1b. TAS/SW Comparative Chart
- 2a. Longitudinal NWEA & SBAC Data
- 13. Letter of Intent