



ESSA Advisory Team

Comprehensive School Support and Improvement

Purpose:

The purpose of this document is to allow members of the ESSA Comprehensive School Support and Improvement Advisory Team to further engage with the work we began at our first meeting on October 4, 2016. This document includes the notes and feedback from our meeting related to the indicators and questions that were discussed. We are asking you, our valued stakeholders, to continue to guide us by adding “Comments” to this document using the comments box at the top right corner of the browser page. This will allow us to continue refining our work as we begin to put an actual plan down on paper.

We thank you in advance for your input.

4.3 State Support and Improvement for Low-performing Schools

Recorder: Richard Feistman (10/4/16)

McKenzie Harrington-Bacote

Eileen Mullen

Ethel Gaides

Cara Kuehl

Recorder: Deborah Fleurant (10/4/16)

Mary Heath



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Christine Brennan Mary Schuh Brandie Bolduc Katie Brissette Julie Finley Sheila Wynkoop Kathy Vestal	
ESSA Indicator	a. Allocation of School Improvement Resources. Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.
NH ESEA Flexibility Waiver of Current Practice	<ul style="list-style-type: none"> -5% lowest performing Title I schools as well as those participating in SIG (grandfathered). -10% of schools with widest achievement gap. -School Improvement Funds supports Networks, coaches, planned intervention through self-assessment. -Focus and Priority Schools required to reserve 10% of Title I funds for improvement interventions. -Use of funds submitted, approved, and regularly monitored by NH DOE. -Money can also go toward locally developed interventions, PD, technical assistance aligned with Innovation/Improvement Plans.
1a. What practices have	- NH Summit - PD



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you engaged in in your school or district that you believe have worked well and can support the identified ESSA Indicator?

1b. What evidence can you point to that suggests success?

- Lyn Lions, speaker on Anxiety, Book Study on Poverty, so teachers work on teams by 1-5 not grade level, reorganization of the day
- Review Minimum standards for classroom size and making sure the minimum is less that 30 kids in grades 3-5
- City Year Model for student teaching
- Increased Proficiency in Science, Math, ELA
- 15% of lowest performing Title I Schools based on annual data not 3 year longitudinal data.
- Project Aware Grant, Problems of Practice/Summer Summits Professional development, collaborative teacher--more training needed
- Schools self-identify into a particular area, i.e. gap between whole school and students w/IEPs, large # of students sent to office with behaviors
- Grandparents raising school-aged children, social emotional impact on students: need for parenting support for grandparents and support for children socially-emotionally
- Review data to identify possible “categories” of students with the widest achievement gaps and personalize the strategy to address the gaps. For example: students of color, low SES, IEPs, refugee/immigrant population
- Engage community mental health resources in schools
- Funds to support curriculum, classroom management, multi-tiered systems of support, etc. professional development (increased workforce development) and needed curriculum materials and supplies.
- Keeping schools in Focus and/or Priority Status w/out ability to exit is not working. What about other schools who are struggling and need the support but can't get it b/c of the same cohort of F/P schools are still in that status.
- Program Director receives funds for professional development - that is extremely helpful.



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	<ul style="list-style-type: none"> - Technical assistance important. Important to award to 5% lowest performing schools. - Attendance Data, students feel more engaged in school - Picked on Entrance criteria - need to look at exit criteria - Use some metrics to measure assessment/growth/progress growth and determine school districts which open process up to more schools. - Review YRBS data, poverty data, abuse/neglect data. Challenge schools to develop multi system of support and engage in wellness and mental health for children/students and their families.
<p>2a. What practices have you engaged in in your school or district that have had some positive impact and could be useful to maintain if tweaked/re-molded?</p> <p>2b. What would those changes be?</p>	<ul style="list-style-type: none"> -I'm not sure schools need more monitoring. -Children have extended learning opportunities that they may not otherwise have. -Are employees that work in afterschool programs (working with homework help) certified teachers? -More schools involved in afterschool programs. -All teachers should be certified in order for homework to be done correctly and connected to curriculum. -5% of schools is not large enough percentage to influence/upgrade performance. -Data based on decision making for all students -Putting resources into classrooms vs pulling students out -The creation of a master schedule, based on MTSS design that involves every adult in every student's learning -Partnerships between schools and IHEs--teacher prep classes at schools; pre-service students and cooperating teacher take part in educator rounds -University-supported, 2 year mentorship follow-up (City Year Model) once the new teacher is hired -Need Consistent leadership -Need to strengthen mentoring programs -Need to provide more training and implementation of STEAM -Professional development needs to be shared--too many PD workshops are singularly attended and not shared



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	<p>-Is there any cap or percentage allowed for allocation left for school left out that want to but can't?</p> <p>-Not engaged in any practice - I do not represent a school or district.</p> <p>-Need to be able to share _"SASIDS"____ across State Agencies so that accurate data regarding social/emotional/ and academic strengths can be measures.</p> <p>-Summer Summit participation</p> <ul style="list-style-type: none"> ● provided time for Focus School team to gain PD and work collaboratively but output of innovation plan for summit (by FRI pm), while informing school's innovation plan, was not always aligned. Would perhaps be better to hold summit in June to allow time for group to work on Innovation plan submission by late August. ● Quarterly Meetings - publish topics and agenda in advance to allow teams opportunity to select participants and make plans. Logistics are difficult (substitutes, etc.) <p>-Transitioning Students in preparing for post-high school life.</p> <p>-Need some assessment of schools to see which ones have the weakest community partnerships. We need more connections and possibilities for students to grow, learn, and to be prepared. Need a variety of experiences that are based on what each student excel in or has a big interest in.</p>
<p>3. What new opportunities and possibilities can you generate that you believe would strongly support the</p>	<p>-MTSS - Successfully done increases core academic time for all students</p> <p>-Strongly encourage to look at larger % of lowest performing schools, not necessarily those with largest achievement gap</p> <p>-Blind reviews of RFPs</p>



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<p>purposes identified in this ESSA Indicator?</p>	<p>-Engage in evidence based and informed practices in schools.</p> <ul style="list-style-type: none"> ● Criteria for exiting Focus School designation ● Expand opportunity to non-Title I schools (perhaps look at district wide designation... difficult to sustain in targeted schools without scale to district. ● Practice of competitive reallocation grant - insufficient time to research opportunities and write grant. Missed opportunities. Give 1 year advance notice with examples. ● Need to build up capacity of federal project officers ● Need to work on a shared language - example: Seems to be multiple “Innovation” Plans. ● Schools that demand partnerships with teacher-prep programs, so that in-service and pre-service teachers work cooperatively to focus on the needs of children ● Expand co-teaching between special and general education ● Merge general and special education teacher preparation programs, 1 credential/not separate credentials ● Full-day kindergarten ● Public Preschool ● Early Intervention access to services ● Developmental screening ● data collection ● Parent engagement/family partnership ● shore up workforce, support workforce ● more family engagement activities ● more communication for behavioral, mental health aid ● more communication with community and families ● resources for drug awareness
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	<ul style="list-style-type: none">• Rounds Training• Reviewing minimum standards for class sizes
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4.3 State Support and Improvement for Low-performing Schools

Recorder: Richard Feistman
Ethel Gaides
Cara Kuehl
Kathy Vestal

Recorder: Joey Nichol
Kristin Barden
Jeni Mosca
Lynda Thistle-Elliott
Ashlee Fye
Kathleen Abate
Pam Miller

ESSA Indicator

b. Evidence-Based Interventions. Describe the State’s process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.



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<p>NH ESEA Flexibility Waiver of Current Practice</p>	<ul style="list-style-type: none"> -Use of 7 Turnaround Principles -Tri-annual review process -Quarterly Meetings (PD/support) -Summer Summit
<p>1a. What practices have you engaged in in your school or district that you believe have worked well and can support the identified ESSA Indicator?</p> <p>1b. What evidence can you point to that suggests success?</p>	<p>2 years ago Rumney team included teachers, admin, central office, and community members at summer summit. Increased proficiency in science, ELA, and Math.</p> <p>Peer review Tri-annual Review process provides feedback on plan and opportunity for participants to become more adept at writing plans.</p> <p>Interventions from Summer Summit as allowable evidence-based interventions</p> <p>Summer Summit well done and tri-annual review process provides schools with feedback</p> <p>Timing of summer with afterschool programs conflicts with Program Directors summer conferences.</p> <p>Quarterly Meetings and Summer Summit is helping more schools succeed in Meeting Target.</p> <p>RTI Core Instruction for all students: Tier II and III Interventions, STAR Reading and Math (% that are Meeting Target), Progress Monitoring.</p> <p>-Middle and High School “Bear Block” and “Wolf Block” daily for intervention and support, “What I Need Now (WINN) time at the Elementary level.</p>



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	<p>Reading Recover, K+ (Title I), LLI Literacy Support, Summer programs such as “Incoming Kindergarten”, Middle School Competency Support/Tutoring Enrichment work, and High School Competency Recovery model.</p> <p>-MTSS - New Hampshire Wrap Around, RENEW for T.A.Y., Specific Interventions developed in the Sae Schools Districts.</p> <p>-Londonderry model ACT - Acknowledge, Care, Tell.</p> <p>-RTI - Title I reading/math support Certified Instructors, after school programs (ie-21st Century), Summer summit and professional development opportunities for new teachers, classroom behavior data/test scores.</p> <p>-Youth NH First Aid, Coping Cat, Use of clinicians in a consulting capacity v. isolated co-located providers.</p> <p>-Parent and Youth engagement in school climate leadership teams. Student climate transformation teams.</p> <p>-21st Century afterschool homework help - teacher surveys/parent surveys/grades of those students who have attended program (data collection on attendance and data through i4See).</p> <p>-Enrichment programs to improve social emotional skills, books confidence, increase connections to school and adults, connection to work and higher education.</p>
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	<p>-School connections to families through after school programs, wraparound services - all parts of student's day connected.</p> <p>-Have observed/had discussions with LEAs who have specifically identified needs of homeless children/youth and looked to identify gaps.</p> <p>-Have included gap analysis of population and made a part of intervention activities.</p> <p>Anecdotal evidence/reports from LEAs - increased attendance, fewer negative behaviors, increased academic achievement for homeless students.</p> <p>-Problem of Practice model, culture and climate work, Evidence of Turnaround Principles, State and Local assessment review, Competency work, Family engagement efforts k-12, Data, Teacher evaluation process, and Performance +.</p>
<p>2a. What practices have you engaged in in your school or district that have had some positive impact and could be useful to maintain if tweaked/re-molded?</p> <p>2b. What would those</p>	<p>Children's Literacy Foundation: Involvement of Community Members - (CLIF) Team to increase literacy goals.</p> <p>Be sure schools are aware of the CLIFF application process.</p> <p>Need more technology in all high schools - elementary schools seem to have so much more.</p> <p>Instructional Rounds (network and school-based) - from summer summit 2014, with SERESC.</p> <p>-Opportunity for Focus School to gather data on problems of practice.</p> <p>- tweaking needed for school to bring to scale within district by providing, access to funds by non-title-I schools.</p>



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<p>changes be?</p>	<ul style="list-style-type: none"> -Written protocols for writing innovation plans needed (accessible online. Our ??? have grown, but fear effectiveness is being lost in translating to colleagues. - Clarification of terms w/examples. (Innovation Plan (Focus/Priority or plan developed at Summer Summit) Problem of practice - understanding varies for those using instructional rounds compared to summer summit problems of practices. Elementary students each have chromebooks - classrooms have smart TVs, cameras - high school classrooms are empty. Data given to Program Directors Disaggregated Data needed. -Increased Mentoring programs, focus on Project Based Learning, and Competency Based Education. -Behavior Support consultation and coaching. -Training for after school support staff connected to inclusion and support of students and social emotional standards.
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	<p>-Behavior specialists and mental health workers.</p> <p>-Parent engagement</p> <p>-Teacher growth model (evaluation process), data teams, family engagement work K-12, and Problems of Practice Theory work.</p>
<p>3. What new opportunities and possibilities can you generate from evidence-based practices that you believe would strongly support the purposes identified in this ESSA Indicator?</p> <p>Must abide by USDE definition of “Evidence Based”:</p> <ol style="list-style-type: none"> 1. Strong 2. Moderate 3. Promising 4. Under Evaluation <p>(Top 3 Levels: require</p>	<p>UDL - include in listing</p> <p>Physical Activity required in all schools. (Phys. ED). Effect on learning? (Lack of it)</p> <p>Healthy eating</p> <p>Peer mentoring in Middle Schools and High Schools in afterschool programs.</p> <p>Timing of RFP process.</p> <p>Easier to access list of evidenced-based interventions w/ resources and contacts (web-based)</p> <p>Systematic, written procedures and best practices.</p> <p>Full Day Kindergarten, Pre-School program for ALL students, Instructional Coaches, and formal Teacher Mentor Program.</p> <p>RENEW as a moderate strategy, MTSS as a Strong strategy, NH Wraparound as a moderate but growing strategy.</p>



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**“Statistically significant effect” on improving student outcomes).
-This being said, what should be considered “approvable”?**

- Coordinated school behavioral health teams
- Parent Engagement activities geared to under-served
- Smaller class sizes, ensuring paraprofessionals meet IEP needs, “Positive reward celebrations”, Family support programs - bring the gap from school to home, preschool transitions, and the need to foster the “whole child”.
- After school programs for schools that do not currently have a 21st Century program.
- Mental and physical health is so important in education.
- Social Emotional or student achievement based on “the other” indicator besides math/ELA.
- The structure of Title I set-asides and the need to have flexibility with those.

4.3 State Support and Improvement for Low-performing Schools

Richard Feistman (Recorder):
Ethel Gaides

Jane Waterhouse (Recorder):
Deb Connell



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<p>Kathy Temple Robin Gregg Lynn Stanley Rachel Hopkins</p> <p>Joey Nichol (Recorder): Pam Miller Kathleen Abate Ashlee Fye Lynda Thistle Elliott Jeni Mosca Kristen Barden</p>	
ESSA Indicator	c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the Act and §200.21(f).
NH ESEA Flexibility Waiver of Current Practice	Current “number of years” is one year for improvement. -If not met, “more intensive monitoring, planning and on-site technical assistance” is required. -NH currently does not have specific “more rigorous interventions” required under waiver.
1a. What practices have you engaged in in your school or district that you believe have worked well	Summer Summit, 21st Century Afterschool program, PACE 1a. <ul style="list-style-type: none"> Adoption of rigorous programs aligned to Common Core for reading and math instruction (evidence-based)



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<p>and can support the identified ESSA Indicator?</p> <p>1b. What evidence can you point to that suggests success?</p>	<ul style="list-style-type: none"> ○ PD to ensure that programs are delivered with Fidelity...essential ○ Principal leadership to monitor implementation ○ Shift to “blended learning model” <ul style="list-style-type: none"> ■ Shorter core instruction to groups or delivered in small groups ● Increased training with technology for teachers/staff ● Updated equipment: Smart Boards, iPads (for teacher and student use) ● Restructuring schedules for more reading and math instruction ● Research, leading to purchase of aligned K-4 reading and math programs ● Afterschool summer programs can help close the opportunity gap for students from low-income families. ● Hiring literacy coaches that <ul style="list-style-type: none"> ○ provided excellent PD training ○ assisted teachers with progress monitoring ○ assisted teachers with ongoing assessment - formative and summative ○ assisted teachers with the design and implementation of research-based interventions which targeted skill deficits for individual students and small groups. ● School choice for families ● On-Site Facilitator/Coach to manage process, plan and deliver needed PD, help with data analysis. ● Require us of evidence supported strategies for family engagement and for family and student leadership in climate transformation efforts. ● Targeted Interventions vs. “ocean” approach to support and improvement. ● Smaller class sizes so dollars would be needed - Title I money with minimum restrictions. ● Smaller class size (to help implement activities with fidelity), small group instruction for EL and Special Ed.
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	<ul style="list-style-type: none"> ● “Mentor Programs” for new teachers ensuring IEPs are met. (Dovetail as one program that works). ● 21st Century Programs/other after school programs - Student Attends program for: <ul style="list-style-type: none"> ○ homework assistance - improving grades ○ Improving social emotional skills ○ Connecting child and family to the community ○ Addressing summer learning loss ○ Addressing behavioral issues ○ Increasing confidence and connections <p>1b.</p> <ul style="list-style-type: none"> ● Blended learning model using data to inform group instruction - personalizes instruction. ● Data that tracks increased student achievement ● After school/summer enrichment programs that are staffed by caring, supportive adults help to: <ul style="list-style-type: none"> ○ prevent summer slide ○ increase school attendance ○ promote 21st century skills - communication, collaboration, critical thinking ● The evidence was that the school was able to move out of its “School in Need of Improvement?” status. ● We w not be getting the competency work done without this support. Schools in “Need of Improvement” have worked with CCE to develop common assessments, PLC practice (Critical Friends). ● Enhance Technical Assistance around “Whole Child” approaches to safe and healthy students, supportive environments for learning including nutrition and behavioral health support.
<p>2a. What practices have you engaged in in your</p>	<p>2a.</p> <ul style="list-style-type: none"> ● Summer Summit and PACE were positive



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school or district that have had some positive impact and could be useful to maintain if tweaked/re-molded?

2b. What would those changes be?

- Would like team across school/districts engaged in UDL.
- Having a certified librarian w flexibility to teach, plan and coach teachers
- iReady testing and staff training on evaluation of data with monthly meeting focused on staff training in how to use data
- focus on developing teacher presence with support materials and communication to parents
- Intervention team of teachers, administrators, counselors met when needed to assist teachers when needed and to identify students who need additional support/interventions
- Continue staff development that focuses on areas of need
- Improving school culture
- Highly skilled effective, respectful literacy coaches.
- Open-minded and supportive principal
- Supportive families
- Regular “data chats” for example - Is what we are doing working to improve student achievement?
- Students love STEM activities - highly engaging
- examine data trends
- Continue State level quarterly meetings with professional development
- Money to pay teachers for additional meetings and lesson planning (particularly at the elementary level where there is very little time during the school day).
- Provide on-site coaching/consultation etc. for needs and strategies identified as potentially strong for the schools.
- Tier 2 & 3 identifications - The issue becomes once all people retrained and intervention is in place, whether working or not, it is difficult to shift gears.
- LLI, I-Read, I-Ready are all positive but there are so many. Choose one and do it with fidelity.



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	<p>2.b</p> <ul style="list-style-type: none"> ● After school and summer learning programs available to <u>all</u> students <ul style="list-style-type: none"> ○ prevents stigma ○ increases participation of target population ○ provide enrichment, fun activities, not just remedial work ● Staff and students gained confidence ● Conversation opened up between staff and between staff and students ● More instructional time allowed students to process new information ● Need clear process to exit improvement status
<p>3. What new opportunities and possibilities can you generate from evidence-based practices that you believe would strongly support the purposes identified in this ESSA Indicator?</p> <p>-Needs to abide by State Law. 193 (H) - School Performance and</p>	<p>3a.</p> <ul style="list-style-type: none"> ● Need clear statewide performance targets. ● Ensure adequate food, housing. ● Community development - encourage job creation and parent training ● Quality before and after school programming ● Universal preschool ● Quality school-age childcare for summer and year round vacation time ● Enrichment activities ● Provide transportation for after school and summer programs ● The use of data to drive instruction is essential ● Instruction, teaching, learning should be personalized ● Focus on targeted subgroups to design and implement interventions with fidelity vs. attempts aimed at



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Accountability which deals with statewide performance targets, LEA Improvement plans, and Identification of Priority and Focus Schools– or we need to recommend changes to the law.

- large groups with minimal personal and/or time for analysis, personalized learning plans and ongoing evaluation.
- Need more support coaches within school, not just falling on administrators.
 - Need more mental health assistance and support.
 - After school “tutoring” programs (ie-little manners, social emotional, and academic).
 - More Title I staff
 - Reading recovery
 - “Give power back to the teachers” - “we have been trained and educated”.
 - Early childhood training should be mandatory so teachers understand what is developmentally appropriate.
- 3b.
- The Problem of Practice model for School Improvement works well (i.e. each activity implemented needs to relate to the POP)
 - Plans should **require specific measures**
 - Social-emotional activities need financial support.
 - Since Title I schools must dedicate 1% of funds to family engagement, schools should be provided with evidence supported practices and strategies for implementation.



4.3 State Support and Improvement for Low-performing Schools

Richard Feistman (Recorder):

Ethel Gaides

Jane Waterhouse (Recorder):

Deb Connell

Kathy Temple

Robin Greg

Lynn Stanley

Rachel Hopkins

Mary Bubnis (Recorder):

Mary Steady

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Joey Nichol (Recorder): Kathleen Abate Pam Miller Jeni Mosca	
ESSA Indicator	d. Periodic Resource Allocation Review. Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.
NH ESEA Flexibility Waiver of Current Practice	-Regional Title I Representatives, Regional Title I meetings. <i>Instead of Regional meetings include teachers and exemplars.</i> -Internal monitoring of drawdowns and use of funds. (GOOD PRACTICE!) -Title I Grant Approvals for Title I Part A, 10% set-asides, 1000 3(a) funds. -Tri-annual Review/Innovation Plans
1a. What practices have you engaged in in your school or district that you believe have worked well	Regional Title I meetings with D. Fleurant (excellent!) Teamwork - support from all Title I regional schools with D. Fleurant leading the way.



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<p>and can support the identified ESSA Indicator?</p> <p>1b. What evidence can you point to that suggests success?</p>	<p>1.a</p> <ul style="list-style-type: none"> ● More transparency for all stakeholders ● Requiring the use of data to drive activities funded through the Title programs. ● Fund successful practices ● Form a school-based leadership team with parent representation ● After school programs ● Homeless Support group in high school <ul style="list-style-type: none"> ○ given laptops for summer use ○ encouraged to visit library during the summer ● Title I teachers work closely with classroom teachers to identify students to receive services and to design and schedule Title I interventions ● Flexibility to use Title I funds for afterschool and summer learning programs ● Parent surveys to determine what parts of the program have been successful for their children ● Use feedback from parents to improve the program ● Parent support and training sessions ● Use MTSS-B ● Fund parent activities and tutor parents. ● Create Innovative study groups. ● Open schools to be more community based. ● Collaborate with other administrators and teachers who have received benefits from this funding. ● Provide common language to understand how decisions are made related to different end users. ● Gaps in staffing happen and information about funding decisions can be difficult to replicate. ● DOE leaders should be sharing best practices, funding restrictions, and differences in the uses of Title
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	<p>funding for planning purposes.</p> <ul style="list-style-type: none"> ● Funding for parent center activities from Title I would be helpful. ● Fund meetings with Title I teachers. ● Identify the LEA's that are serving significant number of schools that are identified for comprehensive support and improvement so they can work together. ● Increased capacity for flexibility for resource allocation. ● % Title I Set-asides for family engagement <p>1b.</p> <ul style="list-style-type: none"> ● Extended day and year programs allow greater access and more creative educational solutions ● Parents report that they are pleased with the program and offer feedback to help make improvements. ● Use high-performing schools as partners and mentors. ● Determine the reason for poor performance, what resources can address issues, Publicize success Celebrate it. ● Group LEAs and schools that have experienced similar challenges; identify what works and help that be replicated .
<p>2a. What practices have you engaged in in your school or district that have had some positive impact and could be useful to maintain if tweaked/re-</p>	<p>2a.</p> <ul style="list-style-type: none"> ● Title I services have been helpful in supporting students and providing targeted intervention and additional support. ● Parent meetings - availability of Title I staff to meet with parents ● Parent surveys ● Regular parent communication



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<p>molded?</p> <p>2b. What would those changes be?</p>	<ul style="list-style-type: none"> ● Grant funded activities discussed with school-based teams ● Use data driven comprehensive plans that are based on needs and gap analysis; this should be a six month to one year planning process. ● Reading specialists provide reading assistance. ● Upon learning the framework around Title I funds it was available for me to make sure the guiding documents were in place all prior documents within each school in the district were reviewed and aligned together so that funding is given for the highest and best use. ● Create and review a checklist suggested by DOE for schools that will drive the management and oversight of Title I funds. <p>2b.</p> <ul style="list-style-type: none"> ● More parent involvement will help students be more successful ● Need transportation!
<p>3. What new opportunities and possibilities can you generate from evidence-based practices that you believe would strongly support the purposes identified in this ESSA Indicator?</p>	<p>3.</p> <ul style="list-style-type: none"> ● State supported academic databases available to all schools ● Funding for libraries to purchase technology resources for needy students, such hardware and software ● Funding for libraries to purchase print and e-resources to ensure equity ● Universal Pre-K and early intervention ● Pre-K and early intervention books and reading supports ● Greater transparency/information on the allocation process would be helpful ● Reviews that include suggestions based on Problems of Practice from other LEA's ● Funding for transportation ● More funding for high poverty schools



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- More funding for parent engagement activities and resources
- More funding for extended day and year programs
- More funding for nutritious meals and snacks for hungry students
- Successes in schools should be recognized and shared - maybe create partner schools across the state to share ideas and engage in problem solving.
- Consider changing the way eligibility is determined - many families do not want to fill out the income forms because of pride.
- Resource allocations to LEA's needs to be examined for effectiveness of activities - do not continue to fund activities that do not show improvement.
- Data points need to be included in activities for justification

- Parent involvement opportunities: Tutoring for parents on academic practices that can support children's education.
- Provide flexible time for activities.
- Youth mentoring children with art, ES L, minority peers, etc. to work with others as recipients and tutors.
- Schools can be open for opportunities for the community for enjoyment and pleasure to increase engagement.
- Aligned budgets with specific goals and plans.
- Use Orton-Gillingham certified staff working with the title I students; Require progress monitoring scans for students receiving services.
- Coach the lowest performing schools, give them professional development on Title I , track to improve their performance with evidence and implementation science.



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	<ul style="list-style-type: none">● Adoption of parent engagement models using best practices and partner with families and students around education.● Adoption of MTSS to ensure early intervention and support for students' social and emotional development.● Regional afterschool programs so that costs can be shared across town or district.● Every school should identify the needs of every student and find common ground.● Funding should cover the needs of the students with less strings attached and accountability.● Eliminate the 10% set-aside to ensure resources that focus on "all students".
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4.3 State Support and Improvement for Low-performing Schools

Richard Feistman (Recorder):

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Deborah Fleurant (Recorder):



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 Jule Finley
 Katie Brissette

 Mary Bubnis (recorder)
 Mary Steady
 Santina Thibedeau
 Denise Sharlow
 Bonnie Dunham
 Kim Firth

ESSA Indicator	e. Other State-Identified Strategies. Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.
NH ESEA Flexibility Waiver of Current	-State level strategies (across bureaus) (<i>rural development</i>) -Longitudinal Data Grant.



ESSA Advisory Team

Comprehensive School Support and Improvement

Practice	-Other Local activities proven to improve low-performing schools.								
<p>1a. What practices have you engaged in in your school or district that you believe have worked well and can support the identified ESSA Indicator?</p> <p>1b. What evidence can you point to that suggests success?</p>	<table border="1"> <thead> <tr> <th data-bbox="533 516 1348 550">Strategy</th> <th data-bbox="1354 516 1581 550">Timeline</th> <th data-bbox="1587 516 1894 550">Funding Sources</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 555 1348 1209"> <ul style="list-style-type: none"> ● Continue Reallocation Grants ● Project based learning personalized to the needs of children ● Supporting teachers with a job-embedded PK) rage of PD designed to incorporate learning goals, assessment and technology resources ● Evidence of success as determined by student work, assessment information based on the school curriculum ● SWIFT ● PBIS and RtI ● Trauma informed care--these initiative result in improved outcomes ● Improving reading instruction by training, CI's and teachers and purchasing materials ● Supporting City Year and outside agencies like Community Health Grant to hire BABC and RBT ● Improved outcomes for all students as evidenced by 30 plus years of educational research ● Book study, lecturers and PD on poverty and mental illness ● Students engaged, iReady sores, running records, attendance rates ● We had 3 prong approach to attendance from Title I social worker, City Year and Community Health Partners and </td> <td data-bbox="1354 555 1581 1209"></td> <td data-bbox="1587 555 1894 1209">Title IA</td> </tr> </tbody> </table>	Strategy	Timeline	Funding Sources	<ul style="list-style-type: none"> ● Continue Reallocation Grants ● Project based learning personalized to the needs of children ● Supporting teachers with a job-embedded PK) rage of PD designed to incorporate learning goals, assessment and technology resources ● Evidence of success as determined by student work, assessment information based on the school curriculum ● SWIFT ● PBIS and RtI ● Trauma informed care--these initiative result in improved outcomes ● Improving reading instruction by training, CI's and teachers and purchasing materials ● Supporting City Year and outside agencies like Community Health Grant to hire BABC and RBT ● Improved outcomes for all students as evidenced by 30 plus years of educational research ● Book study, lecturers and PD on poverty and mental illness ● Students engaged, iReady sores, running records, attendance rates ● We had 3 prong approach to attendance from Title I social worker, City Year and Community Health Partners and 		Title IA		
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	<p>decreased absences from 45% to 18%</p> <ul style="list-style-type: none"> ● Pre-K)school districts: Seabrook, all pre-K, SAU 2 Ashland, identified for al ● Early math and technology, PD/coursework to support research based, active math ● Ongoing Assessment Project--ogamath.com Concord, Nashua, Sanborn Regional ● Project AWARE, PBIS, MTSS and RtI, i-Ready- new assessment tool, Go-Math ● SAMHSA grants school mental health ● Used School Climate Survey and DESSA k-8 for Project AWARE--we will assess this year, SBAC scores/SAT scores ● Investment in early years ● increase developmental screening--Watch Me Grow ● Public pre-school ● Access to affordable early learning programs ● Public full day kindergarten ● Early intervention ● Research in brain development shows importance of investing and providing developmentally appropriate ● early learning programs ● Early Intervention can save money and often leads to better outcomes for children ● AWARE funds ● Century 21 funds 		
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	<ul style="list-style-type: none"> • Nellie Mae • Private public foundations/ corporate funds • Local regional or state public funding can support pockets of funding to support student workshops for specific academics such as STEAM. Specific pocket workshops toward scientifically based educational opportunities.. 		
	<ul style="list-style-type: none"> • Fund school climate surveys, YRBS • Title IIA (PD) UDL • Social emotional screenings • One database to collect all information 		CDC , state Title IIA
	<ul style="list-style-type: none"> • <i>Responsive Classroom - Elementary and Middle School</i> 		Title IIA
<p>2a. What practices have you engaged in in your school or district that have had some positive impact and could be useful to maintain if tweaked/re-molded?</p> <p>2b. What would those changes be?</p>	<ul style="list-style-type: none"> • Monthly Title I Meetings with Title I teachers (to continue support model by Regional Meetings) • Shared funding for staff • SS/HS project AWARE, SWIFT if tweaked • NHDOE - Create suggested best practices for reallocation grants. • RTSS for Behavior and Academics, BIS, RtI • If MTSS were tweaked to make sure all students are included in Tier I instruction and teams relied on data base decision making instruction and support and collaboration between special and general education would likely result in improved outcomes • All work together • Reorganization of school Academy Model for shared accountability, personalized learning, having teachers 		



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	<ul style="list-style-type: none"> work 1-5 instead of by grade levels ● more funding towards mental wellness ● We have improvements to our afterschool 21st century programming ● See change social emotional support--Rochester and ?N. Conway ● Competency Based Assessment--QPS's ● Project Based Learning ● PD needs to be a follow-up--a redistribution of knowledge to others
<p>3. What new opportunities and possibilities can you generate from evidence-based practices that you believe would strongly support the purposes identified in this ESSA Indicator?</p>	<ul style="list-style-type: none"> ● Mental health services in schools ● Job-embedded PD for teachers ● Technology ● Use of Educator Rounds for reflective practice and change in pre-service and in-service educators ● Project Search ● Trauma informed care for students with emotional/behavioral challenges ● Fund UDL in low performing schools to increase achievement ● Universal design for learning ● Policies that support flexible use of funds to support students not places ● Engage families as key members of school leadership teams and be sure they are supported to participate ● Working with our community health partners and being a connector to outside agencies that provide services ● Using more technology to gather student data, student performance, and quick student feedback ● Engage NY for math and ELA to improve math and ELA K-8 ● Real world experiences for students ● Eureka Math for CCSS



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	<ul style="list-style-type: none">● Artist in Residency work (no art K-4) More STEM integration● Continued support to build consistency in programs K-8● Vertical planning w/curriculum● Increase technology availability● Private Foundations● Headstrong/Early Head Start● MOA for school based pre-employment and soft skills training● Project search● Partner with IHES● Elect politicians that really support education financially● PBIS, MTSS-B, Trauma informed care● IDEA early intervention
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