Ashford School
Board of Education

Annual Strategic Planning Session

August 2, 2018
2:00 pm
Ashford School Media Center

Items to be Considered

Board Roles and Responsibilities

Board Goals

State of the School

Budget Development Calendar

Capital Projects Priorities

Long-Term Staffing Goals

Three-Year Strategic Plan

Community Outreach Strategies

BOE Curriculum Committee

Administrative Department Reports

Agenda

Ashford Board of Education
Special Meeting: Annual Strategic Planning Session
August 2, 2018
2:00 P.M.
Library/Media Center
AGENDA NOTES FOR BOE

1. Call to Order
2. Board of Education Roles and Responsibilities - Attorney Anne Littlefield
   a. *Presentation by Anne Littlefield and a review of materials provided by board counsel and CABE to keep the board focused on these tasks*
   b. *Opportunity for Board members to ask questions*

3. "State of the School," the End of Year Superintendent's Report
   a. *An overview of the year at Ashford School with an emphasis upon leadership philosophy, goals, and achievements that will serve as an opening of our planning session*

4. Superintendent Evaluation (Executive Session, Action Anticipated)

5. Board Goals
   a. *Suggestions have been provided; but your priorities should be reflected in these goals*
   b. *Perhaps both short and longer-term goals, (three years) might be more practical. Additional goals can always be added if needs arise*

6. **Opportunity for Public Comment**

7. Budget Development Schedule
   a. *The BOF has developed a proposed schedule*
   b. *Request of a Three-Board Meeting for September*
   c. *We have discussed beginning the BOE process earlier*

8. Capital Projects Priorities
   a. *Review of Friar Proposals and Prioritizing Our Plan for the Order of Projects*
   b. *Proposed Plans for Our Unexpended Educational Funds (1% Fund)*

9. STEAM and Project-Based Learning Report by Administrative Team
   a. *A report from the Administration on its meaning, implementation and status, as well as connections to our programs and to state and national standards*
   b. *A review of Professional Development strategies for 2018-2019*
   c. *School Standing Committees -- Duties, Responsibilities and Schedule*
   - *A report from the Administration of the current committees of staff, their role and status*

Working Dinner

10 . Staffing Goals
   a. *BOE priorities going forward on which positions may be added, and approach to class size*
   b. *Connecting Staffing to other budgetary considerations to goals*

11. Long-Term (Three-Year Plan)
    a. *Update and revise the Three-Year Plan to reflect goals and current needs*

12. Community Connections – Ideas and Proposals
    a. *Concrete proposals and schedule of implementation*

13. **Second Opportunity for Public Comment**

14. Board Roundtable - Questions and Concerns

15. Old Business Items
    a. BOE Committees
        - *Plan time to meet, set priorities and report to BOE*
        - *Establishment of Curriculum Committee*
    b. Discussion of Certified Staff Non-Resident Student Attendance Policy
        - *Renewal of MOA and Establish 2018-2019 Tuition*
    c. Approval of Non-Union Staff Contracts
    d. Cafeteria Report and Discussion of Salad Bar Options
    e. Discussion Live-Streaming of BOE Meetings

Board Goals

Ashford School
Board of Education Planning Meeting
August 2, 2018

BOE Proposed Goals 2018 – 2021

These goals represent a move to a three-year goals approach. Each goal should be followed by objectives that allow progress to be evaluated.

Goal #1 – Middle School Curriculum and Instruction

The Ashford Board of Education is committed to the development of a middle school curriculum and instructional approach that is accessible to all students, prepares them for entrance into high school, and provides the foundation for future learning, as well as addresses academic and social growth and development. Therefore it is the goal of the Ashford Board of Education to ensure that students graduating from Ashford School have received a diverse educational experience, and are prepared to enter high school.

1. *Grades six, seven and eight curriculum will be upgraded and presented publicly to the Board.*
2. *The Board will present budgetary proposals that support their middle school standards.*
3. *Middle school staff and students will be invited periodically to present to the Board.*

Goal #2 – District Curriculum Development

The Ashford Board of Education seeks a curriculum development program that emphasizes each content area, as well as interdisciplinary, differentiated instructional practices, life skills, and the transferable skills necessary for life-long learning and success in their chosen career.

1. *A Board curriculum committee will be formed to review and advise this process*
2. *The Board will fund curriculum development in every content area and grade level to support its goals of addressing the needs of every student.*
3. *A review of curriculum will be made at Board meetings throughout the year.*

Goal #3 – Community Relations

The Ashford Board of Education seeks the development of a community outreach program sponsored by the school that brings the school and the community closer together and emphasizes the value of the school as a community resource. Additionally, the board of education will ensure that the community receives accurate and informed information regarding the district's mission and practices.

1. *The Board will assign community relations and outreach to one of its standing committees*
2. *Community outreach and relations will appear on the BOE agenda for discussion and action*
3. *Strategies for better communication with the community will be developed and implemented*

Goal #4 – Building and Grounds

The Ashford Board of Education will seek support for enhancements to Ashford School facility and grounds that extend its useful life, as well as demonstrate the importance of creating a facilities plan that recognizes the role environment plays in student learning.

1. *The capital projects proposals will include building and grounds upgrades that are based upon improving safety and security as well as instructional effectiveness*
2. *The Board will refine and upgrade its capital projects priorities list*

Goal #5 Budget Development and Proposals

The Ashford Board of Education will develop its budget based upon its commitment to excellence in both curriculum and instruction at Ashford School.

1. *The Board will begin its budget process each year with opportunities for public comment on possible budget priorities*
2. *In its budget proposal document and during budget proposal presentations, the Board will connect budget requests with student learning goals*
3. *The Board's annual budget proposal document to the Board of Finance and the community will connect Board requests to student learning and Board goals*

Ashford School
Topic-Ideas for Board of Education Goals

1. Budget
   a. Restructure the BOE budget development calendar to begin earlier
   b. Develop more effective means of gaining public input into the process
   c. Connect the budget to educational goals and long-term planning
   d. Develop means of gaining public support for the final budget proposal
2. Curriculum
   a. Create a BOE Curriculum Committee
   b. Support and inform public of the Ashford School S.T.E.A.M based instructional design
   c. Develop holistic project-based learning instructional design
   d. Fund annual updates, and a calendar of updating of all curicula
   e. Ensure that curriculum is connected to state and national standards
3. Transportation
   a. Develop a five year plan for purchase of vehicles based upon enrollment projections
   b. Improve driver training and ongoing professional development
   c. Improve in-vehicle camera system
4. Transition to High School
   a. Schedule annual presentations by high school administration to provide information regarding student needs to be successful in the high school
   b. Support curriculum that prepares students for high school success
5. Professional Development
   a. Oversee a strategy of professional development that addresses all employees and supports BOE instructional gosls
6. Climate and Culture
   a. Support mechanisms for administration, faculty and staff to provide effective instruction and meet BOE goals
   b. Set and model high standards of professional behavior by all employees
   c. Support a climate that creates a culture of student success and preparation for life
7. Staffing
   a. Develop a plan to secure staff to met the needs of our students
8. Communication
   a. Develop and update our school website to become a source of information and communication
   b. Identify and implement ways to better commuicate with the public
   c. Maintain a transparent approach to school and district leadership
9. Capital Projects
   a. Develop BOE capital improvement priorities and proposed schedule
   b. Communicate BOE Seletman's office regarding capital projects procedures
   c. Seek cost estimates for all proposed projects

"State of the School"
Superintendent's Report

Ashford School
Board of Education Annual Strategic Planning Meeting
August 2, 2018
Superintendent's End-of-Year Report

Introductory Remarks – "State of the School"
Ashford School has been improving each year for the past several years. These improvements are taking place in every aspect of the school: Curriculum, Instruction, Student Performance, Community Relations, Staffing, Facility, Culture and Climate.

Over the past eight years I have introduced what I believe to be the latest and most effective educational programs and strategies currently available to us. This past year has been, and the next few years will continue to be devoted to working on the implementation of these programs, rather than introducing new ones.

Hopefully refining, rather than introducing new programs or expectations, will make our school even better and our employees more comfortable, as well as clear on what is expected of them. I can report that the "State of the School" is exemplary, and that Ashford School is considered one of the best in the region. At budget hearings we hear many new residents of Ashford indicate that they moved here because of the quality of our school, and long-time residents indicate that they have never been more pleased with their school than they are now.

We have undergone significant change over the past several years without significant complaints or grievances from our staff. Change is difficult, and to lead that change without significant disruption is a measure of success. Our school is successful largely because most everyone has embraced the evolution of our philosophy and programs.

Curriculum and Instruction
There are three components of our instructional strategies at Ashford School: the STEAM Instructional Model, Project-Based Learning, and 21st Century Skills (or Habits of Mind).

We are now fully a STEAM school. This means that we build all curriculum and deliver all instruction with a focus upon the integration of Science, Technology, Engineering, Arts and Mathematics. In a STEAM school, it is the way that content areas are integrated with a focus on real-world applications of that content, that makes it more effective and interesting to students. Students are taught that learning is a holistic process, and that no content is isolated or unrelated to the whole learner. This approach to curriculum and instruction is a refinement of what was called interdisciplinary or multi-disciplinary education in the past. This approach requires significant change in teaching habits by staff, and takes some time to be fully understood and implemented.

Educators have discovered that students learn better and find the content more interesting if the instruction includes right-brain, holistic thinking such as giving a report, designing a visual representation, PowerPoint presentation, or teaching the material to the class. This Whole-Brain approach to teaching and learning is called "Project-Based Instruction." We are in the early stages of utilizing Project-Based instruction, but well on our way to successfully integrating it into all of our teaching. The report to be given by the administrative team will better explain these programs.

The third component of our educational approach at Ashford School is the emphasis on "Habits of Mind" or "21st Century Skills." 21st Century Skills are emphasized as content is delivered, and students are asked to respond. I believe that this approach is essential if our students understand that

what they learn will be of value to them in the world that they will enter as adults. Essentially, while the core content is built upon the integration of the STEAM subject areas, the skills emphasized during the formation of lessons, and the delivery of instruction, include the following (21st Century Skills and Habits of Mind) throughout.

21st Century Skills identified for the foundation of lesson design and instructional emphasis:
- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

In addition to the above list of 21st Century Skills, the faculty has focused upon Habits of Mind as an important instructional guide. These terms "Habits of Mind", and "21st Century Skills", are sometimes interchanged, but here are some of the points of emphasis that differentiate them:
- Autonomy
- Collaboration
- Communication
- Creativity
- Critical Thinking
- Cultural Competency
- Innovative Problem Solving
- Motivation to Learn
- Perseverance
- Reflection
- Self-Control

As you can see "Habits of Mind" are compatible, and in some cases, overlap with 21st Century Skills. The complexity of the curriculum and instruction design is apparent, and the difficulty for the teacher should be obvious, therefore will take us a few years to introduce it, and will take us a few more to refine it. Our staff has embraced this approach and is working diligently to achieve these lofty ideals. My approach to curriculum and instruction at Ashford School is to aim for the model described above, with the understanding that if we consider the standards that I have identified as we teach, even if we are only partially successful in fully integrating and delivering the multi-disciplinary content, we will be successful in delivering a truly exemplary learning experience.

Assessment
We assess student performance utilizing more than just standardized tests required by the state. We use a wide variety of assessment tools appropriate to each grade, and them analyze the resulting data to assist in the design of modified instruction that will make learning possible for all students. I consider

testing, and test results, to be tools and not an end in and of themselves. I ask teachers to find and utilize the best testing tools, analyze the results for every student, and then design instruction based upon their data analysis. Testing should provide a window into the needs of the student. We use it to see where we are succeeding, where we need to do more, and how every student is different and will benefit from differentiated instruction.

I do not encourage "teaching to the test," nor do I ask the administrators to evaluate teachers based upon the results of tests. For testing to be effective we must have an atmosphere of trust and professionalism. Testing is one tool in the teacher's toolbox. And while data is one of the drivers of instructional design and delivery, a teacher's personal ability to relate and to connect are just as important. However, I do ask that every teacher have a personal goal that addresses student performance and improvement in their scores on both state and local testing. In their report the administrative team will present a crosswalk between what we are doing and the state's rubric for effective teaching.

Staffing
Parents and the Ashford School community have asked us to maintain the philosophy designed to keep class sizes as low as is practical to ensure that our teachers have time to devote to every student. I embrace that idea, and will continue to keep class sizes low based upon budgetary viability. A secondary aspect of our staffing philosophy is to provide intervention and support during the early years. This is informed by our belief in instructional differentiation that targets every student at the appropriate level. We would like to have more remedial, intervention and support staff at every level as soon as the budget will support it. Our current level of staffing is good, but could be improved if more funds were available. We have taken small steps toward our staffing goals and hope to continue to improve them over the next few years.

Morale
Leading the change process creates a delicate climate. As superintendent I can introduce ideas, hold everyone to high standards, and create a student-centered culture, yet morale is based more upon my tone, and my respect for the faculty and staff than it is upon my ideas or standards. Therefore, I lead with the same approach to my administrators, faculty and staff that I expect everyone to utilize when dealing with each other and their students.

I cannot completely control morale in the building. After all, it only takes a few negative individuals to put a wrench into the works, and morale is the responsibility of everyone, not just the administration. But I consider my role to be significant to the establishment of the atmosphere in Ashford School, and accept full responsibility for the morale among those that I am charged to lead. Morale at Ashford School is very good. One must consider the fact that there are a hundred adults on site, and that the interaction of those adults is dynamic and subject to change regularly. One thing is clear; everyone feels that they have a right to express themselves and be part of the success or failure of the school. There will always be debate and disagreement. That is healthy and I embrace it. We just have to be able to separate honest debate from personal agenda. In that regard morale is excellent.

Community Relations
I believe that community relations are at an all-time high. I work closely with the first selectman and his staff, and communicate with the community through the "Ashford Citizen," publication monthly. We hear repeatedly how positive people feel about their school. We even hear that people move to Ashford because the school is so good. I have asked for a community to be formed to seek more opportunities for improved community relations and expect this year will see our already good relations become excellent.

Facility – Building and Grounds
Someone who has not been in the building for several years would be shocked if they entered Ashford School today. Classrooms are cleaner, brighter and safer. Halls and shared spaces are much brighter, cleaner and more welcoming. We are currently involved in an improvement plan that is based upon the availability of funds, and I have some proposed plans for both the facility and grounds that are also contingent upon availability of funds.
Thus far, the community has been very supportive and I expect that unless state conditions make it impossible, we will continue to improve our building and grounds.

Major Projects that are currently proposed to improve instruction and make the facility a better learning environment:
- Renovation of Tech space to create more classroom space
- Soundproofing and installation of ceiling tiles in the media center and classrooms
- Tiling of classroom floors, two a year
- Several Energy efficiency projects are on the list of capital projects proposals
  - Window replacement
  - HVAC balancing
  - Boiler replacement
  - Plumbing and electrical upgrades
- Building new, more attractive and practical storage sheds

Report Conclusion
This report was intended to provide insight into the current "State of Ashford School" as well as my expectations for the near future, by reporting upon my activities and approach to leadership, my goals, and the status of their implementation. It should be obvious that I am very proud of our school and believe that success is a team process. I trust that the information that I am providing here, combined with the information provided by the other administrators will provide you will a solid understanding of the current state of Ashford School. If you have any questions or concerns after reading this report just let me know and I will provide further explanation.

Budget Calendar

Proposal

September
Opportunity for Public Input
Discussion of Goals and Administrative Recommendations

October
Survey of Staff and Departments for Budget Needs Assessments
Three-board Meeting to discuss Budget Process and Expectations

November
First Draft of Superintendent's Budget Proposals

December
First Draft of BOE Budget Proposal

January
Preparation of Budget Document for Distribution to BOF

February
BOE Vote on Budget to be Presented to BOF

March
Editing of Document based upon BOF input
Public Hearing

April
Town Meeting

May
Budget Referendum

Specific dates will be filled in upon receipt of the Board of Finance budget calendar.

Capital Projects Priorities

Ashford School

Capital Projects Planner
Priorities List
Proposed by Dr. Longo
August 2, 2018

A town committee to explore long-term capital investment in Ashford School has been created and will study the needs of the facility and propose a plan for addressing those needs.

At the same time, The Ashford BOE has authorized Friar and Associates to do a facility study of our school building to provide us with internal needs assessment with recommendations. This study will occur during the summer of 2016 with a report in the fall.

Proposed Capital Projects Priorities
1. Year 1 - Renovation of the area of the school known as the Tech Space to create classrooms and offices
2. Year 2 - Addition of insulated hung ceilings in all classrooms that currently do not have them.
3. Year 3 – Add sound insulated hung ceilings in the media center
4. Year 4 - Add an entrance portico to the front of the building

To be bundled in a bonding issue
5. Replace aging plumbing and heating system in the primary wing of the building
6. Replace windows identified in our energy audit as inadequate
7. Replace/Upgrade current HVAC and establish an air balancing system
8. Re-grade and repave the front parking lot and driveway to eliminate the dangerous pitch

Transportation needs – five year plan
9. Year 1 - Full size bus
10. Year 2 - Full sized bus and a Van
11. Year 3 – Mid-sized Bus - 30 passenger or greater
12. Year 4 - Full sized Bus
13. Year 5 – Full sized bus and Van

Priorities as Recommended by Friar & Associates - June 2018

Friar & Associates was hired to conduct an assessment of the building and grounds to formulate our capital projects plan that included estimated costs and sequence of projects for the BOE to use as a guide in decision-making. The full report has been emailed to you in the past and remains available should you wish to see it.

Friar Plan

Priority Status 1:   Year 2019
1. Replacement of Roof, Windows,Wood/Metal Trim and Damaged Ceiling Tiles (Architectural)
2. Exhaust Fan Replacement (Mechanical)
3. Boiler Replacement (Mechanical)
4. Pump Replacement (Mechanical)
5. Heat Pipe Insulation (Mechanical)
6. RP Backflow Installation (Fire)
7. Rework Existing Fire Protection System (Fire)
8. Complete Sprinkler System (Fire)
9. Storage Tank/Pump House (Fire)

Priority Status 2:   Year 2021
10. Exterior Doors (Architectural)
11. Brick Veneer Repair/Replacement (Architectural)
12. Install Clay Traps (Plumbing)
13. Drinking Fountain Rework (Plumbing)
14. Call for Aid Station Rework (Plumbing)
15. Faucet Replacement (Plumbing)
16. Toilet Rooms (ADA)

Priority Status 3:   Year 2023
17. Panel Replacement (Electrical)
18. Additional Receptacles (Electrical)
19. Emergency Lighting (Electrical)
20. Fire Alarm Rework (Electrical)
21. Emergency Generator (Electrical)
22. Fuel Oil Tank Replacement (Mechanical) *REQUIRED*
23. IT Room Cooling (Mechanical)
24. Complete Cooling System (Mechanical)
25. Elevator (ADA)

Priority Status 4:   Year 2025
26. Site Arrival Points (ADA)
27. Accessible Parking (ADA)
28. Curb Ramps (ADA)
29. Signage (ADA)
30. Accessible Routes (ADA)
31. Bituminous Curbs (Site)
32. Erosion Control – plantings (Site)
33. Bituminous Walkways (Site)
34. Striping (Site)
35. Bituminous Parking Lot Demolition (Site)

Priority Status 6:   Year 2023
36. Means of Egress/AOR (Code)
37. Update Handrails (Code)
38. Upgrade Exiting (Code)
39. Rework Ramp (Code)
40. Means of Egress Marking (Code)

Three-Year Plan

Ashford School
Board of Education
Administrative Team Long-Term Plan
2017 – 2020
Dr. Longo
Long-Term Goals Driving this Long-Term Plan

Budget
- Restructure the BOE budget development calendar to begin earlier
- Develop more effective means of gaining public input into the process
- Connect the budget to educational goals and long-term planning
- Develop means of gaining public support for the final budget proposal

Curriculum
- Support and inform public of the Ashford School S.T.E.A.M based
- instructional design
- Develop holistic project-based learning instructional design
- Fund annual updates, and a calendar of updating of all curricula
- Ensure that curriculum is connected to state and national standards

Transportation
- Develop a five year plan for purchase of vehicles based upon enrollment
- projections
- Improve driver training and ongoing professional development
- Improve in-vehicle camera system
- Transition to High School
- Schedule annual presentations by high school administration to provide
- information regarding student needs to be successful in the high school
- Support curriculum that prepares students for high school success

Professional Development
- Oversee a strategy of professional development that addresses all employee
- and supports BOE instructional goals

Climate and Culture
- Support mechanisms for administration, faculty and staff to provide effective
- instruction and meet BOE goals
- Set and model high standards of professional behavior by all employees
- Support a climate that creates a culture of student success and preparation for
- life

Staffing
- Develop a plan to secure staff to met the needs of our students
- Communication
- Develop our school website to become a source of information and
- communication
- Identify and implement ways to better communicate with the public
- Maintain a transparent approach to school and district leadership

Capital Projects
- Develop BOE capital improvement priorities and proposed schedule
- Communicate BOE Capital Projects Priorities Relationship to School Staffing, Goals, and Instructional Program Plans.

Board of Education Three-Year Plan 2017-2020

All items continue through the three years unless otherwise indicated. This Three-Year plan will be reviewed, updated and modified by the Board of Education annually.

Plan	Budget Impact Estimate/Status	Status of goals
2017-2020 **BUDGET:** **Year One (2017-2018):** • Improve mechanism for creating, tracking and reconciling the Ashford School budget • Improve communication as budget process is implemented, and throughout the process • Consider changes in budget development schedule to better serve the process • Improve opportunities for community involvement in the budget development process • Refine budget presentation materials • Improve website access to budget proposals and history • Explore better Financial Software **Year Two (2018-2019):** • Develop budgetary responses based upon state budget decisions • Continue to explore better Financial Software **Year Three (2019-2020):** • Continue reconciliation	• No cost anticipated • Curriculum cost determined by available release time estimated at $12,000	• Proposal presented at BOE Strategic Planning Session 8-2-2018

between town and state budgetary process • Purchase better Financial Software **CURRICULUM:** • *STEAM Initiative Plan*: Continue the process of implementing, evaluating, and revising STEAM theme-based trimesters and develop all curriculum in compliance with the Board of Education's annual goals. **Year One (2017-2018):** • Implementation of STEAM project-based learning throughout the school year by the addition of projects for a third trimester at each grade level completing the initial introduction of project-based learning model of instruction • Provide professional development for both STEAM and Project-Based Instruction **Year Two (2018-2019):** • Second full year of STEAM project-based learning and full evaluation to ensure alignment with Gold Standard PBL (Buck Institute) and Habits of Mind; reflection and possible revision of themes • Provide professional development for both	• $600 or less for food to feed parents who come in for information sessions	**Status of Curriculum Goals after year one:** *As of the 2018-2019 school year, there is great work that has been completed in regards to implementing STEAM and Project-Based learning year-round. Feedback from parents and BOE highlights a need for continuing training as well as evaluation of the curricular documents to ensure students are receiving core learning.* **For Year Two (2018-2019)** • Ensure alignment between STEAM units and the written curriculum • Provide further training to staff to ensure a solid understanding of STEAM and PBL and how these learning

STEAM and Project-Based Instruction **Year Three (2019-2020):** • Revision of STEAM project-based learning as necessary • Provide continued professional development for both STEAM and Project-Based Instruction		approaches ARE the learning and not separate from the learning. • Provide parent information sessions for parents to gain information about STEAM and PBL and to ask important questions. • Restructure the Curriculum and Instruction Committee to include support for student-centered classroom instructional practices, provide oversight of school wide curriculum and instruction, support curriculum writing, and increase involvement and time to meet
Curriculum Documentation Plan: Modify curriculum to reflect a completed "scope" and "sequence" across all subjects and grade-levels. Over three years complete both vertical and horizontal curriculum outlines in all subjects **Year One (2017-2018):** • Complete vertical articulation (K-8 scope) in Social Studies, Band, Music, Health, Art, and PE • Develop grade-level		**Status of Curriculum Documentation Plan after year one:** *Vertical articulation has been completed in the following subjects: Language Arts, Math, Science, Social Studies, and Spanish. Vertical articulation is underway in Art, Health, PE, Music, and Band.* *Horizontal articulation is underway at all grades.* **For Year Two (2018-2019)** • Finish specials area vertical articulation

curricular sequences across all major content areas for grades 6 and 8 **Year Two (2018-2019):** • Develop grade-level curricular sequences across all major content areas for grades 4, 5 and 7 **Year Three (2019-2020):** • Develop grade-level curricular sequences across all major content areas for grades 2 and 3 • Develop grade-level curricular sequences across all major content areas for grades K and 1 *Writing Program/Development Plan:* Improve student performance on assessments in writing as well as ability to communicate through writing in all content areas. **Year One (2017-2018):** • Continued focus on rolling out specific components of the "Units of Study" curricular framework • Mid-workshop teach • End share • Publishing • Routines • Fitting it all in **Year Two (2018-2019):** • Continued support and refinement of use of "Units of Study" **Year Three (2019-2020):** • Continued support and		• Evaluate existing vertical articulation to ensure priority learning has been identified • Provide greater accountability to ensure horizontal articulation is completed **Status of Writing Program after Year One:** *Staff comfort level with the mini-lessons/Lucy Calkins approach to writing is greatly improved and we are seeing a greater level of student writing ability. An identified need is to ensure students are being held accountable for spelling and mechanics.* **For Year Two (2018-2019)** • Training on *A Novel Approach* to better align teaching approaches to a mix of student choice and whole-class novels. Writing curriculum will be supported by this training. **For Year Two (2018-2019)** • Restructure the Assessment and Data

refinement of use of "Units of Study"		Committee to include more school wide data and classroom data analysis, support classroom assessment practices, and increase involvement and time to meet
Data: **Year One (2017-2018):** • Improve our program that provides a system for use in tracking student achievement, behavior and other relevant data. • Use Professional Learning Committee (PLC) structure to assess data in order to provide individualized instruction, ensure quality and consistency of instruction across grade-levels and throughout the school • Use data to inform team meetings, professional development and teacher evaluation. • Use data to respond to student performance through revised instructional practices individually designed for each student. **Year Two (2018-2019):** • Teachers individually continue to utilize data to individualize instruction, ensure quality and consistency of instruction across grade-levels and	• Year Two: $95,000	• Switch from STAR to iReady to ensure data is useable and supports the Common Core as well as Smarter Balanced.

throughout the school **Year Three (2019-2020):** • Include individualized instruction within teacher evaluation	• $5000	
Transportation: • Annually review effectiveness of bus camera and navigation systems • Annual bus driver training on bus discipline, and student safety. • Annually review routes annually to seek economies through consolidation of routes	• Driver professional development is approximately $500 per session • No Costs anticipated	**Year Two Plan (2018-2019)** • Use survey results and Connecticut State guidelines for a comprehensive school counseling program to improve preparation of students for high school • Continue to revise Student Success Planning curriculum to ensure alignment with High School needs • Create an 8th grade Portfolio/Capstone to be rolled out for the 2019-2020 school year. (See handout)
Transition to High School **Year One (2017-2018):** • Region 19 meeting consisting of all interested principals and Superintendents to discuss plans for high school transition • Create a sub-committee for long-term planning of high-school transition • Continue to invite the high schools to our end of the year 504 and Special Education meetings to assist in transitioning students and families. • Implementation of a consistent Student Success Planning period for all grade 7 and 8 students 2/4 days in the schedule. **Year Two (2018-2019):** • Begin to implement		**Year Two Plan Special Education (2018-2019):** • Work with the Director of Pupil Personnel Services to ensure compliance and best practices are being followed by ensuring

decisions made by long-term planning committee
- Expand Student Success Planning to include grade 6

Year Three (2019-2020):
- Evaluate and refine changes made high school transition program.

Special Education
Year One (2017-2018):
- Continue to work with the special education director to ensure compliance and best practices are being followed.
- Continue streamlining data collection and compliance with the newest laws and regulations put in place.
- Continue to support early intervention for students at risk.
- Continue to respond to the ever changing programing needs of the student population.
- Investigate ways to share resources with neighboring towns.
- Continue to utilize and access Medicare funding for students that qualify.

Year Two (2018-2019):
- Evaluate results of Year One initiatives and develop a plan for year three

Year Three (2019-2020):

professional development is supported.
- Assess our current reading instruction for our special education students to improve testing scores. Continue to ensure the best supports are in place for those struggling to read in grades K-3. This includes a thorough analysis of all data presented at data teams and Student Intervention Teams (SIT)
- Analysis the testing completed through the PPT process to ensure it is thorough and dives deep into reading concerns. Following all state guidelines outlined.
- Refine our supports in early intervention for students at risk in both reading and mathematics by supporting teachers in professional development and instruction.
- Implementing the Scientific Researched Based Intervention (SRBI) handbook that was created during the 2017-2018 school year
- Share resources with neighboring towns when possible.
- Implement weekly support staff meetings to enhance collaboration and services.

• Continue to evaluate, refine, and implement plan		**Year Three (2019-2020):** • Ensure compliance and best practices are being followed by ensuring professional development is supported for the Director of Pupil Personnel Services. • Improve upon our reading instruction for our special education students according to assessment results in 2018-2019. Continue to ensure the best supports are in place for those struggling to read in grades K-3. This includes a thorough analysis of all data presented at data teams and Student Intervention Teams (SIT) • Ensuring the testing completed through the PPT process is thorough and dives deep into reading concerns. Following all state guidelines outlined. • Continue to refine our supports in early intervention for students at risk in both reading and mathematics by supporting teachers in professional development and instruction. • Assess the implementation of the Scientific Researched Based Intervention (SRBI) handbook that

		was created during the 2017-2018 school year and implemented in 2018-2019 and make needed changes to better meet the needs of our learning community. • Continue to assess and share resources with neighboring towns when possible. • Assess the implementation of weekly support staff meetings to ensure it enhanced collaboration and services.

Professional Development Across all three years of the plan- • Ensure that there is a Mental Health topic addressed at each of the Professional Development Days to continue to support teachers and staff with the increased needs of our student population. • Provide specialized training to the Special Education and Intervention Department to ensure compliance and the best practices are continued to be practiced Year One (2017-2018): • Develop a school plan and professional development handbook • Directly tie all professional development to the vision, mission, and goals		**Year Two Plan (2018-2019)** • Restructure the Climate Committee to include classroom support in positive learning environments, focus on school wide climate for students and staff, and increase involvement and time to meet

Year Two (2018-2019): • Evaluate and refine year one plan to ensure teachers have the tools needed for optimizing student learning. • Continue to improve and refine teacher-centered Professional Development Year Three (2019-2020): • Consider Professional Development as an on-going process and continue to refine and develop • Foster a professional learning environment that supports teachers in facilitating the learning of other educators **Climate and Culture** Year One (2017-2018) • Work on school climate to increase positive attitudes, professionalism, and collaboration among the staff to increase student-learning capacity. • Continue the Ashford School Council (District Improvement Committee) work to improve the major goals of the faculty and administration to improve our school. Year Two (2018-2019): • Increase teacher-capacity for engaging with and having a positive impact on school		

climate Year Three (2019-2020): • Refine plan to ensure positive climate leads to positive culture • **Staffing** Year One (2017-2018): • Reallocate current staff to best serve the needs of the school and based upon allocated funding Year Two (2018-2019): • Propose restoration of Grade 5-8 Math Interventionist position • Propose addition of Part-Time Facilities Manager Year Three (2019-2020): • Consider staffing to make technical education available to our students **Communication** Year One (2017-2018): • Examine ways to improve school website and other means of sharing information to increase effective communication internally and externally Year Two (2018-2019): • Implement new communication mechanisms Year Three (2019-2020): • Evaluate and refine new communication mechanisms		

Capital Fund Projects Each year of this plan includes a school bus purchase, estimated at $87,000; and in alternate years, beginning with 2017-2018, the purchase of a school van, if needed. Determine how to integrate the identified needs of the school with the town's capital planning and bonding **Board of Education Committee Development** Year One: (2017-2018) • The BOE will restructure its schedule to accommodate committee meetings and responsibilities • Each committee will develop its own three-year plan to attend to those matters within their jurisdiction. Year Two: (2018-2019) • Refine and implement plan created in year one Year Three: (2019-2020) • Assess status of plans and restructure long-term plan to accommodate needs and overcome barriers **Capital Projects** • Develop a Plan prioritizing needed capital projects bases upon BOE goals	• $87,000 annually, plus additional costs of projects identified and approved by the BOE Capital Planning Committee and accepted by the town's capital projects committee and Board of Finance	

Administrative Team Report Documents

Principal's Report

Progress and Plans - Summer 2018

Vision and Mission:

Created a new vision and mission statement with input

(survey, vote, and committee work)

Vision Statement: Empowered Learners Striving for Positive Change

Mission Statement: Ashford School learners engage in authentic **EXPERIENCES** to **DISCOVER** their passions, **STRIVE** for excellence, **CONNECT** with their community and the world, and **CONTRIBUTE** in positive and meaningful ways.

Student Centered Learning
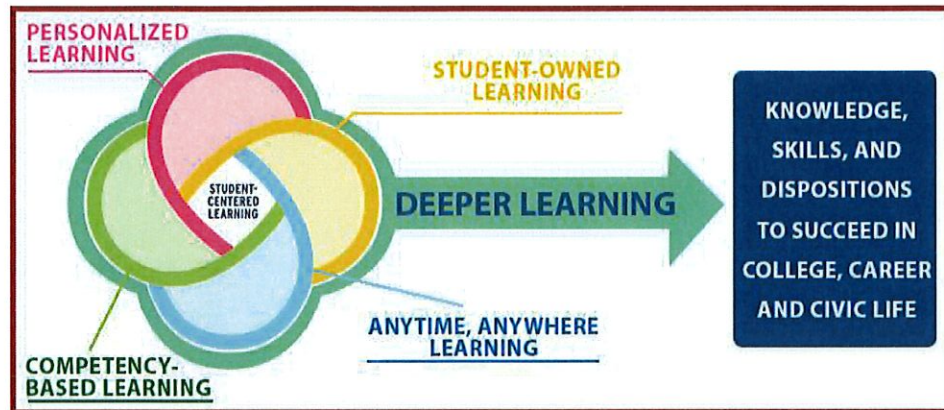
https://www.youtube.com/watch?time_continue=14&v=e6ieXLVCss4

One Instructional Approach to Student Centered Learning:

Project Based Learning (PBL)

Students work on an extended project that engages them in addressing a real-world problem or answering a complex question. Students demonstrate their knowledge and skills by developing a product or presentation, which they make public to people beyond the classroom. As a result they develop deep content knowledge as well as 21st century success skills (habits of mind).

What are some examples of products or presentations?

research paper, scientific study, debate, business plan, farmer's market stand, field guide, photo essay, speech, newscast, commercial video, a historical skit

"Gold Standard" PBL and Rubrics for Effective Teaching - Clear Alignment
Ashford School

Project Based Learning (PBL) is one of the best ways that teachers can meet the criteria for effective teaching
The chart below shows some of the alignment between the design elements of PBL and attributes of effective teaching from the Connecticut
Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

Also included is alignment to the 2020 Standards for New England Association of Schools and Colleges (NEASC) accreditation. NEASC is the organization that evaluates most New England high schools and many elementary and middle schools. It is difficult for students to get accepted to college from high schools without accreditation.

PBL Design Criteria	Rubrics for Effective Teaching	NEASC Standards of Accreditation
Key Knowledge, Understanding and Success Skills: The project is focused on teaching students **key knowledge and understanding derived from standards**, and success skills including critical thinking/problem solving, collaboration and self-management.	Clearly communicates **learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards**, and sets a specific purpose(s) for instruction. Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.	Learners engage in a curriculum that: Places an emphasis on learner **application of knowledge and skills** Emphasizes deep understanding through interdisciplinary learning, **project-based learning**, and authentic learning experiences
Challenging Problem or Question: The project is based on a meaningful problem to solve or question to answer, **at the appropriate level of challenge for students**, which is operationalized by an **open-ended, engaging driving question.**	Clearly presents instructional content in a logical and purposeful progression and at an **appropriate level of challenge to advance learning of all students.** Challenges students to **extend their learning beyond the lesson expectations and make cross curricular connections.**	Instructional practices include strategically differentiating, individualizing, and/or personalizing **based on student learning needs** Learners engage in a curriculum that makes **connections** to prior knowledge **across disciplines**

Sustained Inquiry: The project involves an active, in-depth process over time, in which **students generate questions, find and use resources, ask further questions, and develop their own answers.**	Includes opportunities for **students to generate their own questions and problem-solving strategies, and synthesize and communicate information.**	Inquiry, problem-solving, and higher order thinking skills require learners to engage in: **questioning, analysis, and understanding impacts** — activities that prioritize **deep understanding, analysis, synthesis, creativity, making connections, and understanding relationships**
Authenticity: The project has a **real-world context,** uses real world processes, tools, and/or standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.	Challenges students to extend their learning beyond the lesson expectations and make **cross curricular connections.**	Active learning strategies include: learning that is **personalized, relevant, and authentic** — application of **knowledge and skills to authentic tasks**
Student Voice and Choice The project allows **students to make some choices about the** products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.	Fosters **student ownership, self-direction and choice of resources** and/or flexible groupings to develop their learning. Implements instruction that provides multiple opportunities for students to develop **independence as learners.** Provides opportunities for students to **approach learning tasks in ways that will be effective for them as individuals.**	Active learning strategies include: **student choice,** pursuit of personal interests, and creative expression — **project-based learning**

Reflection: The project provides opportunities for **students to reflect on what and how they are learning**, and on the project's design and implementation.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. Promotes **students' self-monitoring and self-assessment** to improve their learning.	Learners are provided with teacher feedback as well as peer feedback and **self-reflection** to guide next steps in learning Effective assessment practices include regular and consistent checks for understanding in ways that **engage every learner's thinking** about the concept, skill, or information being learned
Critique and Revision: The project includes **processes for students to give and receive feedback on their work**, in order to revise their ideas and products or conduct further inquiry.	Provides **individualized, descriptive feedback that is accurate, actionable** and helps students advance their learning. Provides opportunities for **students to self-reflect and/or provide peer feedback** that is specific and focuses on advancing student learning.	Learners are provided with: consistent, systematic, specific, and timely **corrective feedback** opportunities and time necessary to **revise and improve their work**
Public Product: Students make their project work public by **explaining, displaying and/or presenting** it to people beyond the classroom.	**Communicates specific observable and measurable criteria for student success.** Provides opportunities for students to be **involved in developing or interpreting criteria for student success.** Provides opportunities for students to **demonstrate their understanding** of the purpose of the lesson.	Effective assessment practices include: **specific and measurable criteria for success** provided to learners prior to assessments **presentation of learning to authentic audiences,** including students, families, community members, and professionals

Instructional Support

Restructuring of Committees (Curriculum, Climate, Assessment) and Increased membership and time for committee work

Increased Time for Subject Committees/Departments (Science, Math, Social Studies, ELA, World Language, Arts) to meet

Math

- Expert Trainer - run PD and coach teachers
- Middle School Math Department

ELA

Expert trainer - run PD and coach teachers

School Counselor - Academic Role

Ensures that all students:

- get the appropriate learning supports

- know how to learn well for themselves

- have thought about their future

- students and parents know about high school options

- have a successful transition to high school

Assistant Principal's Report

Progress and Plans - 2017-2018

Curriculum:

Quick Overview of a Quality Curriculum

- All subjects vertically articulated
- All subjects horizontally articulated at each grade on a September to June pace
- Core texts and learning experiences
- Purposeful interdisciplinary connections and focus on transferable skills
- Relevance to the lives of the students

Sources: *Leading Modern Learning* by Jay McTighe and Greg Curtis; *The Principal as Curriculum Leader* by Allan Glatthorn and Jerry Jailall; *Making Curriculum POP: Developing Literacies in All Content Areas* by Pam Goble and Ryan Goble; *Ensuring High Quality Curriculum* by Angela Di Michele Lalor; *Interdisciplinary Curriculum: Design and Implementation* by: Heidi Hayes Jacobs; *Curriculum 21* by Heidi Hayes Jacobs

Curriculum:

The plan:

- Provide the BOE and public opportunities to provide input on strengths and needs of the curriculum

- Reintroduce the curriculum cycle (see handout) to ensure curriculum is written and revised in a timely and consistent manner

- Ensure the curriculum reflects <u>MUST KNOW</u> content to support our students in their high school transition

- Develop and implement an 8th-grade portfolio and capstone requirement

- BOE approval of all new curriculum

Curriculum:

GOAL:

For this year, finish our "Overview" and "Stage 1" Curriculum Writing

Overview of Ashford School Curriculum

Components of a Quality Curriculum:
1. *Vertical Articulation:* Vertical articulation is the sequence of a subject-specific curriculum- at Ashford School, this sequence runs from Pre-K to 8th grade.
2. *Horizontal Articulation:* Horizontal articulation is the layout of a grade-level curriculum from September through June. This school-year layout includes:
   a. Critical learning opportunities and experiences (ie. research paper, math concept, etc.)
   b. Critical texts and resources
   c. Opportunities for students to apply their learning to the real world
3. *Interdisciplinary connections* and a focus on *transferable skills* (ie. skills that are usable across multiple disciplines, such as writing to make an argument)
4. *Relevance-* Curriculum should be relevant to the lives of our students in meaningful ways. Knowledge without meaning and relevance is significantly less likely to be transferred into long-term memory

Current Status of Ashford School Curriculum:
- Vertical articulation has been <u>completed</u> in each of the following subject areas: Language Arts, Math, Science, Social Studies, Media/Digital Literacy. Due to new standards, Spanish is being revised.
- During the 2017-2018 school year, 10+ hours of time was provided to staff members to write their grade-level curriculum/complete horizontal articulation. As a result:
- Some horizontal articulation has occurred across all grade levels as well as in the majority of digital literacy.

What is the plan moving forward?
- Provide a context for parents and board members to have input into the strengths and needs of our curriculum, with three meetings planned for the 2018-2019 school year.
- During the 2018-2019 school year Art, Spanish, Music, Health, PE, and Band will complete their vertical articulation and begin work on their horizontal articulation.
- Complete the first step of horizontal articulation across grade-levels with an emphasis on specific grades finishing steps 2-4 (see attached chart).
- Reintroduce curriculum cycles, where subject and grade-level groups revise curriculum on a specific timeframe.
- Develop a Capstone/8th Grade Portfolio to ensure that all students are meeting our expectations and are ready for learning in high school and beyond.

Ashford School Curriculum Plan: 2018-2024 (DRAFT)

Subject	2018-2019	Summer 2019	Summer 2020	Summer 2021	Summer 2022	Summer 2023
Language Arts	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	Evaluate and update vertical articulation calendars
Mathematics	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	Evaluate and update vertical articulation calendars
Science	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	Evaluate and update vertical articulation calendars
Social Studies	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	N/A
PE/Health	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	N/A
Spanish	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	N/A	N/A
Art	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	N/A
Music	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	N/A
Digital Citizenship	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	Complete stages 2,3, and resources in grades 3 and 4	Complete stages 2,3, and resources in grades K-2	N/A
Student Success Planning	Complete Stage 1 in Online Unit Planner at all grade-levels	Complete Stages 2,3, and resources in grades 6 and 8	Complete Stages 2,3, and resources in grades 5 and 7	N/A	N/A	N/A

Overview:

Overview	Stage 1: Learning Goals	Stage 2: Assessment Evidence	Stage 3: Learning Plan	Resources/Comments

META OVERVIEW ⌄ ⤢

Date(s) [___] to [___]   **Subject(s)** [NOTHING SELECTED ⌄]   **Grade(s)** [NOTHING SELECTED ⌄]

Interdisciplinary Approach(es) [NOTHING SELECTED ⌄]

Comments [+]

UNIT FOCUS Briefly describe what your unit is about   ⌄ ⤢

Comments [+]

PRIOR LEARNINGS/CONNECTION   ⌄ ⤢

Comments [+]

Stage 1:

Overview	Stage 1: Learning Goals	Stage 2: Assessment Evidence	Stage 3: Learning Plan	Resources/Comments

STANDARD(S) What Content Standards, Department, School and/or District related goal(s) will this unit address?   **+ ADD/REMOVE STANDARD(S)** ⌄ ⤢

Code	Standard	
	No Items To Show	

Comments [+]

OTHER GOAL(S) Include department, school and/or district goals here to help you address your established goals   **+ ADD/REMOVE OTHER GOAL(S)** ⌄ ⤢

Code	Goal	
	No Items To Show	

Comments [+]

LONG-TERM TRANSFER GOAL(S) What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to....   **+ ADD** ⌄ ⤢

Code	Transfer	
	No Items To Show	

Stage 1:

UNDERSTANDING(S) What specifically do you want students to understand? What inferences should they make? Students will understand that... `+ ADD` ∨ ⤢

Code	Understanding	
	No Items To Show	

Comments `+`

ESSENTIAL QUESTION(S) What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... `+ ADD` ∨ ⤢

Code	Essential Question	
	No Items To Show	

Comments `+`

KNOWLEDGE What facts and basic concepts should students know and be able to recall? Students will know... `+ ADD` ∨ ⤢

Code	Knowledge	
	No Items To Show	

Comments `+`

SKILL(S) What discrete skills and processes should students be able to use? Students will be skilled at... `+ ADD` ∨ ⤢

Code	Skill	
	No Items To Show	

Comments `+`

8th-Grade Portfolio:

- Meets the concern that students aren't being prepared for high school

- Creates a standard of excellence by which all 8th graders will have to meet that is based on the whole-student:

  - Academic component

  - Social-emotional component

  - Community component

- Capstone Project provides an opportunity for authentic student choice and learning application

Stage 1:

UNDERSTANDING(S) *What specifically do you want students to understand? What inferences should they make?* [+ ADD] ⌄ ✎

Code	Understanding
	No Items To Show

Comments [→]

ESSENTIAL QUESTION(S) *What thought-provoking questions will foster inquiry, meaning-making, and transfer?* [+ ADD] ⌄ ✎

Code	Essential Question
	No Items To Show

Comments [→]

KNOWLEDGE *What facts and basic concepts should students know and be able to recall?* [+ ADD] ⌄ ✎

Code	Knowledge
	No Items To Show

Comments [→]

SKILLS *What discrete skills and processes should students be able to use?* [+ ADD] ⌄ ✎

Code	Skill
	No Items To Show

Comments [→]

Stage 2:

Overview	Stage 1: Learning Goals	**Stage 2: Assessment Evidence**	Stage 3: Learning Plan	Resources/Comments

PERFORMANCE TASK(S) *How will students demonstrate their understanding (meaning-making and transfer) through complex performance?* [+ ADD PERFORMANCE TASK] ⌄ ✎

Alignment	Code	Assessment Evidence
		No Items To Show

OTHER EVIDENCE – *What other evidence will you collect to determine whether Stage 1 goals were achieved?* [+ ADD OTHER EVIDENCE] ⌄ ✎

Alignment	Code	Assessment Evidence
		No Items To Show

Stage 3:

PRE-ASSESSMENT What pre-assessments will you use to check students prior knowledge, skill levels and potential misconceptions?

Comments

LEARNING ACTIVITIES

+ ADD LEARNING ACTIVITY

Alignment	Code	Learning Activities
		No Items To Show

Stage 4:

RESOURCES

+ ADD RESOURCE

Code	Name	Description
		No Items To Show

COMMENTS

+ ADD COMMENT

Ashford School 8th-Grade Exit Portfolio (DRAFT)

The goal of the exit portfolio is to ensure that all students who leave Ashford School have met our school's high academic, social, and community expectations.

The portfolio would be a "commencement" requirement.

Academic Expectations	Social Expectations	Community Expectations
Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's academic expectations through the following: - Submission of a research paper AND - Submission of an argument paper - Submission of a high-quality lab report - Submission of a high-quality math component - Submission of a high-quality social studies component	Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's social expectations through the following: - Submission of a self-reflection on how a student personally achieves our school's Habits of Mind - Submission of an example of work or a project completed in a group setting - Submission of an example work or project completed at the individual level - Submission of a self-assessment that identifies career and life interests, learning styles and preferences, and academic strengths and areas for growth	Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's community expectations through the following: - Completion of a Capstone project: - Project must provide a resource, support, or needed assistance to the Ashford community (school or town). - Project must include a connection to at least two core subject areas

Ashford School 8th-Grade Exit Portfolio (DRAFT)

The goal of the exit portfolio is to ensure that all students who leave Ashford School have met our school's high academic, social, and community expectations.

The portfolio would be a "commencement" requirement.

Academic Expectations	Social Expectations	Community Expectations

Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's academic expectations through the following:
• Submission of a research paper AND/OR
• Submission of an argument paper
• Submission of a high-quality lab report
• Submission of a high-quality math component
	Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's social expectations through the following:
	• Submission of a self-reflection on how a student personally achieves our school's Habits of Mind
	• Submission of an example of work or a project completed in a group setting
	• Submission of an example work or
		Through completion of the exit portfolio, students will demonstrate proficiency in Ashford School's community expectations through the following:
		• Completion of a Capstone project:
		  - Project must provide a resource, support, or needed assistance to the Ashford community (school or town).
		  - Project must include a

Director of Pupil **Services** Report

Progress and Plans - Summer 2018

Current Activities:

- Extended School Year Program
  - Continuing to implement an Extended School Year Program for students with disabilities through teaching writing, reading and mathematics depending on the individual needs of the students in a fun and interactive manner. ESY classrooms implement hands on projects to ensure the students are engaged and have fun learning.
- Special education, intervention support and the Scientific Researched Based Intervention (SRBI)
  - Benefit to the education of all our students.
    - 8% of student population receive 504 accommodations.
    - 12% of student population receive Special Education services.
  - Multiple at-risk students were able to be supported through the Student Intervention Teams (SIT).
    - 11% of student population are in SIT process in grades preK-8.
  - Developing and Implementing a handbook for staff to ensure the proper supports are being accessed through our SRBI process.

Current Activities (Continued)

- Collaborating with the school administration in creation of a Mental Health Team in the District
  - Planning on regular meetings with the new school counselor, school psychologist, administrators and the towns youth services director.
  - Assist in the development of the delegation of duties among the mental health faculty.
  - Continue to utilize a Clinical Psychologist to assist in bridging the gap between home and school and to consult with the districts mental health team as needed.
- Building In-house Capacity via Professional Development
  - Continuing to meet the state and federal requirements for identifying and serving students with Dyslexia, crisis intervention and prevention through Crisis Prevention Intervention(CPI). CPI is the program we use to teach teachers de-escalation strategies.

Future Projects

- Continuing to provide in-district support to all our students
  - Continuing support from our contracted experts: Speech and Language Pathologist, Occupational Therapist and our Physical Therapist to meet the needs of our more intense population
  - Our leading experts provide support to our at risk population by supporting teachers and support staff and ensuring they are up to date on the most recent research by attending Professional Development in their areas of expertise.
  - Reviewing and implementing the handbook that was created during the 2017-2018 school year for the districts Scientific Researched Based Intervention (SRBI) program to provide a guide for our Student Intervention Team (SIT)
  - Working with the new School Counselor to improve the supports for the mental health of all our students.
- Work with the School Climate Committee to improve the student and staff well being.
- Professional Development of our Special Education and Support Staff.
  - Specific areas of training topics: Training on data collection, Specific disabilities training with a focus around the new guidelines for Dyslexia, Law on Special Education, Behavior management tools, and CPI trainings and refreshers as needed.

Role of School Counselor for Student Supports and Distribution of Mental Health Supports

Task	Responsible Faculty	Other
Assessment (Intelligence, achievement, social-emotional, adaptive, cognitive processing)	School Psychologist	
Identifying special education needs	School Psychologist	
Developing support strategies	School Psychologist	
Ongoing counseling to support IEP goals and 504 accommodations	School Psychologist	
Helping with transitional activities to High Schools including parent education on area options	School Counselor	Presentation for Parents regarding High School options Meetings with students and parents to pick high school courses Arrange visits of high schools to speak with students
Student Advocacy to include meeting with students individually as a check in	School Counselor	School Psychologist and Counselor to collaborate for high risk students. Both School Psychologist and Counselor collaborate with Youth Services for Ashford to ensure family is supported.

Program Delivery that supports students academic, social emotional, and career development	School Counselor	
Short term counseling; group counseling	School Counselor	School Psychologist and Counselor to collaborate for high risk students. Youth Services would be collaborated with if felt community assistance could benefit.
Home-School-Community Liaison	School Psychologist	School Psychologist and Counselor to collaborate closely. Collaboration with youth services of Ashford.
Social emotional and behavior plan creation and implementation assistance	School Psychologist	
PBIS assistance in organization	School Counselor and Teachers	
End of the year graduation and activities	School Counselor and teachers in collaboration	
Student Success Planning/Career awareness/interest inventories	School Counselor	
Mental Health awareness/ Social Emotional curriculum	School Counselor/Health teacher in collaboration	
Monitor attendance	School Counselor	School Counselor to reach out to the youth services to assess family support

Division of Tasks for 2018/2019
## Creating a Comprehensive Counseling Program

School Psychologist (Works with select students within the SRBI(Intervention) Framework, supports are at Tier II and III	School Counselor (Works with all students within the SRBI(interventions) Framework, supports at Tier I, II, and III
Assessment (Intelligence, achievement, social-emotional, adaptive, cognitive processing)	Helping with transitional activities to High Schools including parent education on area options
Identifying special education needs	Student Advocacy to include meeting with students individually as a check in
Developing support strategies	Program Delivery that supports students academic, social emotional, and career development (Mental Health awareness/ Social Emotional curriculum and Student Success Planning
Ongoing counseling to support IEP goals and 504 accommodations	Short term individual counseling; short term group counseling
Home-School-Community Liaison for high risk and identified students	Student recognition
Social emotional and behavior plan creation and implementation assistance	Monitor attendance
Student Advocacy to include meeting with high risk students individually as a check in	End of the year graduation and activities for 8th grade students
	Home-School-Community Liaison for all students

Goals for 2018-2019:

- Collaborate with the professionals working on improving the mental health of our students by meeting regularly with the School Psychologists, school counselor, director of youth services for Ashford and the school administrators to ensure all avenues are explored for assistance in our community.

- Utilize the team of building wide experts on reading instruction to improve the scores in testing specifically for students with disabilities in grade 3. (This is a statewide initiative in special education)

- Continue to improve upon my leadership skills by attending conferences put on by national, state and local organizations to ensure the most accurate information and practices are put into place at Ashford School in the areas of Special Education, 504 and Scientific Researched Based Interventions. Attend and participate in the Northeast Advocates for Resources (NEAR).

- Create a go to guide to 504, SIT and Special education processes

Overview: Avenues of Support at Ashford School

Student Intervention Team (S.I.T.) Process:
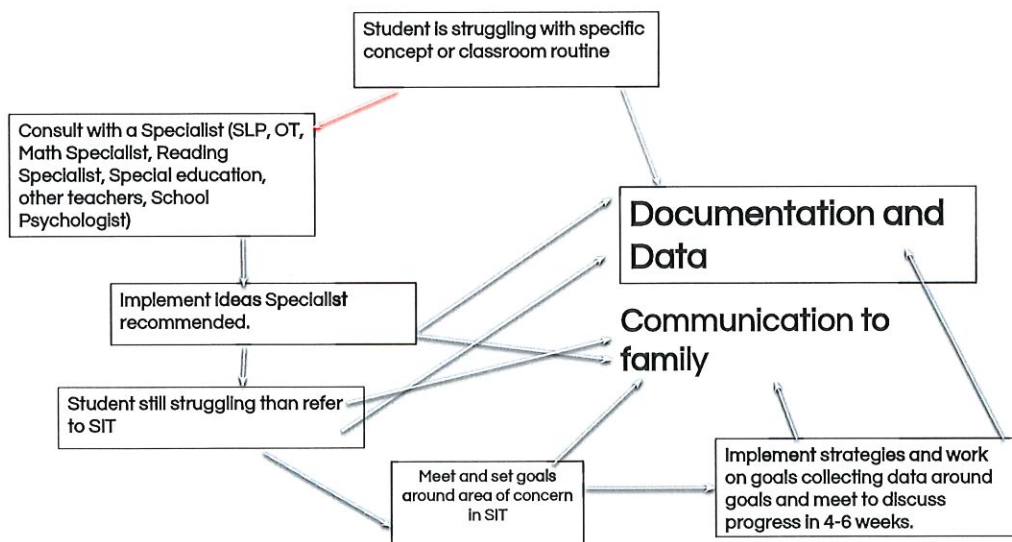
504 Process- Americans with Disabilities Act- ADA

- Diagnosis of a disability
  - Dr. Diagnosis
  - District can recommend testing which would move to the Special Education Process
- S.I.T. Process typically is in process and is utilized in the diagnosis.
- 504 plan is created for students who have a disability and would benefit from accommodations within the classroom
  - Accommodations: These are things that can be implemented by the regular education teacher with at times some assistance from an intervention teacher, OT, PT, SLP or Special Education Teacher. They do not include any changes to the content that is delivered. They learn through the general education curriculum. They learn same content
  - Modifications: This is when a student needs a completely different instruction than the general education classroom and requires specialized instruction from a special educator.

Special Education Process- Individuals with Disabilities Act (IDEA)

- S.I.T. Process used and limited to no progress has been made on individual goals.
- Testing would be recommended
- A Planning and Placement Team (PPT) is brought together to review the data from S.I.T. process and testing is usually recommended.
- Team has 65 days(Federally mandated timeline) to complete all testing and reconvene a PPT meeting to review results of all testing
- Recommendations are made according to the results of testing
- Parents at any time have the right to refuse any stage of this process. Testing can not be done without the consent of the parent. Parents also have the right to refuse the services recommended at the PPT.
- IEP's are designed for students who need both accommodations to the curriculum and specialized instruction and modifications.
  - Speech, Reading, Writing, Mathematics or Intensive Social Skills