

Seabrook Elementary School
Schoolwide Program School Plan (SWP)
As of July 2021

Comprehensive Needs Assessment:

Seabrook Elementary School (SES) started to undertake a major restructuring process in 2011 in order to clearly define research-based, core instruction for reading and math, as well as to define a Response to Intervention/Instruction (RTI) model. At that same time, SES was moving to a schoolwide Title I program model. The Schoolwide planning team along with Pamela Clark, Educational Consultant, led the work. The team used the information gained from our needs assessment as well as data from the Focused Monitoring process that was taking place at the school. In the Spring of 2011, the school conducted a formal needs assessment in the areas of literacy, math, standardized assessments, parent/community involvement, professional development, and school climate.

There were several areas that were identified through the needs assessment as needing immediate attention at that time: Core reading program, tiered interventions and parent/community involvement. It was immediately clear that the staff recognized the need for improvement in the school's core reading program. Subsequently, the school researched various reading programs and piloted two comprehensive reading programs. They ultimately decided on implementing the Reading Street program across all grade levels (Kindergarten – 4th grade) and the new reading program began for the 2012-13 school year.

During the 2014-15 school year, three years into the Reading Street program, a Literacy Committee was formed who met regularly to discuss the literacy instruction and resources within the school. Through this process, it became clear that the majority of the teachers were finding the Reading Street program to be too scripted and lacking genuine literature. Teachers felt that it was too rigid and taking away from developing a true love of reading for students. Many teachers were trying to run a reading workshop model of instruction within their classroom and it was not working within the Reading Street reading program. We began to question as a school if the true problem we had been facing was effectiveness of the actual method of instruction, rather than the materials used. The Literacy Committee began to seek professional development opportunities on the topic of the reader's workshop model and balanced literacy model of instruction. Through this process and our own trials and tribulations, we realized that no one program was going to close our gap in reading achievement scores. We needed to focus on how we were teaching, not just the materials we were using.

During the 2014-15 and 2015-16 school years we offered a University of New Hampshire (UNH) class on the reader's workshop model. Many teachers participated and received professional development support throughout the two years regarding the reader's workshop model. This experience resulted in the Literacy Committee reviewing the current reading program and possible alternatives. Eventually, it was decided that the school would pilot the

Reading Units of Study Program by Lucy Calkins. The pilot was run during the 2015-16 school year and it was a success. The new reading program and more importantly, the method/format for instruction was adopted. The new model worked well within an RTI framework, allowing for better tier one differentiation, tier two intervention and tier three intensive support. The master schedule was changed and the intervention and special education programs ran more smoothly during the 2015-16 school year than they had in many years.

During the needs assessment process, the school also recognized a need for a clearer definition of its literacy interventions and a better use of standardized assessments for identifying students requiring services. While the school had begun to develop an RTI model, the staff were still unfamiliar with the implementation of tiered instruction and was in need of continued professional development in this area. In restructuring the school to support a reader's workshop model, the intervention programming and scheduling was addressed and the whole RTI model was revised. The school also looked at the assessments that were being used throughout the building and streamlined them to make sure they were providing the data needed and that the data was being analyzed regularly. The Intervention Team now meets weekly, runs smoothly and reviews progress data on a regular basis, ensuring that there is flexible grouping of students.

One issue that came to our attention during this restructuring process is the need for more intervention programs for mathematics. The focus for years has been more heavily on reading. It is our goal with the implementation of our new Curriculum Coordinator position to focus our attention on strengthening our math intervention program and process.

Another issue that is constantly reviewed is the needs of students in homeless and migrant situations. We have a school social worker that works closely with these families. The needs of each are so unique that it is difficult to put any one plan into place, but basic supports that are provided include: connection to the school social worker, transportation to school (including events and appointments), Title I academic supports, school supplies, waive of fees for events, connection to guidance counselor (sometimes involving social group lunches), etc. We constantly monitor the needs of these students through weekly meetings where the guidance counselor, nurse, social worker, behavior specialist and administration are in attendance.

The final component of the needs assessment results was the parent/community involvement, which had historically been a challenge for the Seabrook School District community. While many parents actively seek academic support for their children through Title I services provided during or after school, their personal involvement in school activities is typically limited to the student-oriented events such as the ice cream social or school concerts. A definite need was recognized to better involve the parents and community in academic skills and strategies and to enhance their understanding of the school's overall academic structure.

We will continue to conduct needs assessments and evaluate our progress throughout the school with the SES School Leadership Team and the Literacy and Math Committees. These groups meet monthly and will survey staff, analyze data and report out our needs to the administration and whole staff.

Identify the Research-Proven Instructional Strategies Adopted in your SWP:

SES is implementing scientifically-based core instruction to provide the opportunity for all students to meet or exceed at least one year of academic growth in the core subject areas of Reading and Mathematics. In addition, the school is committed to implementing research-based intervention programs to support those students who are currently demonstrating skills below grade level through an RTI model.

SES has the following core instructional, research-proven programs:

- ★ *Reading Units of Study*: Lucy Calkins Reading Program, grades K-4
- ★ *Writing Units of Study*: Lucy Calkins Reading Program, grades K-4
- ★ Our math programming in Grades K-4 is Eureka Math; implemented fully during the 2020-2021 school year.

The programs listed above provide a solid foundation for students at the tier I level of the RTI model. Our teachers differentiate their core curriculum to meet student needs, but there are students that require additional support for their learning. Our Title I and Special Education staff provide additional support to students in the special education and general education programs, as a means of supplementing what is being taught in the classroom. Below is a list of some of our core intervention programs that we use in Title I and Tier II instruction support:

- ★ *Leveled Literacy Intervention (LLI)*: Fountas & Pinnell Guided Reading Intervention Program for grades K-2
- *Strong evidence, What Works Clearinghouse*
- *Fountas and Pinnell Leveled Literacy Intervention - -Promising, AIR, Center for Research in Education Policy; Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L. A., Zoblotsky, T. A., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention Program (LLI) for 2009-2010. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.*
- ★ *Wilson Reading Program*: Wilson Language Program, intervention for grades 3-4
- *Strong evidence, What Works Clearinghouse*
- ★ *Read Naturally*: Reading Fluency Program, grades 1-4
- *Strong evidence, What Works Clearinghouse*

- ★ *Sidewalks Intervention Program*: Scott Foreman Reading Intervention Program that correlates to the *Reading Street* program, intervention used with Kindergarten
- *This intervention program was not listed on WWC, AIR, Evidence for ESSA, but has been found to be effective with our Kindergarten students who are still using the Reading Street reading program. There are documents available online by a group of consultants touting the effectiveness for the program.*
- ★ *Earobics*: Phonemic Awareness Intervention Program for grades K-1
- *Strong evidence, What Works Clearinghouse*
- ★ *Just Words*: Wilson Language Program, intervention for grades 3-4
- *Strong evidence, What Works Clearinghouse*
- ★ *Lively Letters*; Phonemic Awareness Intervention Program for grades K-4

During the 2015-16 school year the RTI model was adjusted, including programing, scheduling and staffing, to ensure that all students had a 45 minute core block of reading instruction, followed directly by a 40 minute reading intervention block, where Tier II and III support could be provided. This tiered instructional support is provided through either push-in or pull-out services.

The research-proven Response to Intervention/Instruction (RTI) model is the structure in which instruction is delivered at SES. Tier I is whole group instruction in the core program provided by the core classroom teacher to all students. Tier II is for students that need small group or individual support, while other students work independently. Tier III is for students that need more intense intervention and support; often receiving services from Title I or Special Education in individual sessions during scheduled intervention time. This structure of support helps strengthen the core academics by facilitating a differentiated approach to instructional delivery, maximizing the success for every individual student on mastering their common core standards. Most support is provided in the regular classroom unless the intervention program disrupts the classroom activities.

The RTI Model addresses the academic needs of historically underserved populations in a timely manner. Low socioeconomic and special needs students are included in the assessments and their data is reviewed at Intervention Team and grade level meetings when decisions are made to place students in Tier II or Tier III interventions.

Within the RTI model, students who are at risk for reading failure will be identified by using the NWEA, DIBELS, NHSAS, Benchmark Assessment and local assessments. DIBELS Benchmark Tests are given school-wide (K-3) three times a year to monitor all students' progress. Progress Monitoring is done periodically by interventionists. This is done to determine if students who are

receiving Tier II and Tier III interventions are making appropriate progress. NWEA assessments are given three times a year for 2nd through 4th grade.

SES has a 90 minute reading block daily. The first 45 minutes of whole class instruction is mandatory for all students and centers around the use of the Reading Units of Study, which was first implemented during the 2015-16 school year. It is the time when all students have access to the general curriculum. Directly after, each classroom has a scheduled 40 minute block for reading intervention. The students are distributed between small groups and independent learning work. It is during this time that Title I intervention support is provided for some children, in place of independent learning time. This support may be a “push-in” model to provide additional instruction or as a “pull-out” model to implement a separate intervention program. If needed, Tier III interventions occur during this time as well. These services are all provided outside of core instructional time.

SES also has a 90-minute mathematics block. The first 45 minutes is whole class instruction that centers on the use of the Eureka Math program. During the second block of 45 minutes, students are distributed between small groups and independent learning work. It is during this time that Title I intervention support is provided for some children, in place of independent learning time., when needed.

Instructional Support for Children Experiencing Difficulties Mastering the Standards:

What strategies have you incorporated into your SWP design to ensure that students experiencing difficulties are identified on a timely basis?

Beginning in Kindergarten, students are administered the Brigance Assessment to provide an understanding of each student’s basic early literacy skills, developmental readiness for schooling, and potential for success. Beginning in the 2021-2022 school year, we also began incorporating a speech/language and OT screening for all kindergarten students. As the year progresses, students are administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Fountas & Pinnell Benchmark Assessment System, and the end-of-year Math Assessments to determine needs for support services.

In grade one, students are administered DIBELS and Benchmark Assessments three times per year as benchmark measures. Students scoring in the “Intensive” range in DIBELS, or at least one year below grade level on the Benchmark Assessment will be eligible for Tier II or Tier III interventions. The previous year’s end-of-year Math Assessment, in addition to unit tests, classroom assessments, and teacher recommendation, will be used to identify students for in-class mathematics support. In conjunction with the DIBELS and Benchmark Assessment

measures for reading, grades 2-4 utilize the Northwest Evaluation Association's (NWEA) Measures of Academic Program (MAP) as the initial screening instrument for interventions in both reading and mathematics. Students who score at the 40th percentile or below are considered for academic support and other assessment measures will then be reviewed and/or administered to better determine appropriate programming for each student. The MAP assessment is administered to all students three times a year.

Each of the above mentioned assessments provide immediate feedback about student progress. Between the benchmark periods, teachers and interventionists implement progress monitoring assessments in reading through either the DIBELS or the use of probes from the LLI Program, including Benchmark Assessments. For both reading and math, students also take the end of unit assessments. Progress monitoring data is used to support, alter and replace intervention services for individual students, and all students receiving interventions are reviewed every eight weeks.

How do you provide additional support to these students?

When a student is struggling academically we first look at any possible differentiation that would be beneficial within the classroom environment. We then refer the student to the Intervention Team to determine potential interventions or additional assessment data needed. If the need for intervention is determined, the child is assigned to a Title I tutor, Reading Specialist or Special Educator for a push-in and/or pull-out intervention service. Monitoring is done every two to three weeks for students at Tier III and approximately every 6-8 weeks for students at Tier II. This is done to determine if students who are receiving Tier II and Tier III interventions are making appropriate progress.

The Intervention Team meets weekly to discuss students who are currently receiving interventions and to review data on all students in order to determine needs for additional support services. Grade level teams also meet weekly to discuss individual students and data and to communicate and share instructional strategies. SES has a clearly defined RTI 3-Tier (MTSS) model that allows for small group, research-based, instructional activities that are differentiated based on the needs of students.

Please describe these interventions and how they are funded.

Our school schedule allows for Title I Interventionists, District Interventionists, Title I/District Reading Specialists and Special Education staff to provide additional support to students during their independent work time through an RTI model. They use various intervention programs such as LLI, Foundations, My Sidewalks, Wilson, Lively Letters etc. These programs provide

supplemental support to students in need. Tier II and Tier III interventions are funded through a combination of Title I, district and IDEA funds.

Describe the measures you will use to include teachers in the decisions regarding the choice of and results from the academic assessments for these students.

The SES Leadership Team meets monthly after school to discuss topics, participate in professional development and make school wide decisions. One of the regular topics each year is Assessments; namely which ones we are using, if there are others to consider, and how the data is being used to inform our instruction. The Literacy Coordinator/Title I Project Manager and School Principal also meet weekly with grade level teams to discuss curriculum, assessment measures and student interventions. Teachers are also involved in weekly Intervention Team meetings when one of their students is being referred or monitored.

Lastly, how will you ensure that migrant and homeless children will have access to timely assessments and, if applicable, instructional interventions regardless of the time of year they enter school?

All SES children are given the same assessments and discussed at grade level meetings to determine who is in need of services. Homeless and migrant students are automatically referred to the Intervention Team to assess and determine intervention support or additional academic enrichment that should be provided for the individual student.

The school homeless liaison/social worker serves as a main contact and resource for homeless and migrant students within our school. The liaison meets weekly with the school guidance counselor, nurse and behaviorist to discuss student issues and to determine if all homeless/migratory children have been identified and are being provided services.

Parent Involvement:

Describe your plans for increasing parent involvement for this school year:

To increase parental involvement this year, we will do the following:

- ★ We will hold our annual Parent Night as part of our SES Open House to increase awareness of our Title I program. We will also offer families information about increasing literacy within their home environment.
- ★ The PTA will sponsor more informational sessions/workshops for parents/guardians,

- ★ We will work with Seacoast Mental Health and Families First to connect parents/guardians to more parenting support options.
- ★ Our BlackBoard Connect system will be used more to broadcast information to parents.

How are parents involved in the planning, implementation and evaluation of this grant?

Parents review the program annually through a survey. Parents also attend Title I annual meetings during parent/teacher conferences. We also share information at the PTO meetings and elicit feedback regarding the program at the monthly PTO meetings.

Professional Development

Describe any professional development activities.

Consultants have been selected to continue and begin professional development in the areas of reader's and writer's workshop and competency grading. We will also be looking into more professional development in the areas of Social Emotional Learning via Responsive Classroom & The Zones of Regulation. Some of the professional development will be provided by facilitators within the SAU and other workshops will be provided by outside consultants or through attendance at outside conferences/workshops.

Who will participate and how does it support all children reaching high standards and support having highly qualified staff?

Participation in the professional development activities will vary, based on the topic and alignment with individual assignments. The majority of the introductory professional development will be with all teachers and paraprofessionals. All professional development has been selected based on the goal of creating high standards for all students and helping them to attain their goals through a personalized learning approach.

Include your evaluation component.

Professional development will be evaluated through evaluations at the end of the professional development sessions, feedback through surveys and meetings and through the teacher assessment system reflection sheet forms.

How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?

The above professional development activities relate to the current PD Master Plan as they are aligned to the individual and grade level Student Learning Objectives (SLOs) and professional development goals of our staff.

Preschool transition

Describe your steps for assisting preschool children transitioning to your school.

We have a pre-school program within our school. The staff work closely with the Kindergarten staff to ease the transition to full-day Kindergarten. We also speak regularly to our Head Start program in the area and discuss transitions with families individually when they come in to register students and participate in the Kindergarten screening process.

Extended Learning Opportunities

In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?

At this time (2021-2022) we are not using Title I funds for our after-school programming (SAZ).