

Additional Assessments:

Using assessments in consort with the state assessment, describe how you will determine student and program success (You must include the following):

How will you identify students who are/may be at-risk for reading failure or who are having difficulty reading or math?

Students at SES who are at risk for reading or math failure will be identified by using the Response to Intervention/Instruction (RTI) model and through a data review by the Intervention Team. Students who are at risk for reading failure will be identified by using the NWEA, DIBELS, NHSAS, Benchmark Assessment (BAS) and local assessments. Progress monitoring is done every two weeks for all students receiving intervention services. This is done to determine if students who are receiving Tier II and Tier III interventions are making appropriate and adequate progress. NWEA assessments are given three times a year for 2nd through 4th grade.

The SMS Title I program serves students in grades 5-8. Data from the elementary school is shared at the end of the previous year to help provide insight as to which students have received supplemental intervention services in the past and their individual assessment data. The eligibility determination for SMS students involves a review of student assessment scores on Reading and Mathematics NWEA (typically looking at students that have scored in the lowest 40% percentile) as well as their performance on their report card. Teacher recommendation is also factored in, as well as if they have received Title I support previously. Homeless and migrant students are automatically eligible for Title I services upon enrollment, regardless of academic testing and standing. The eligibility forms are attached to the online Title I application for reference.

How will you determine individual student success?

The Title I Project Manager is also the Curriculum Coordinator and, in collaboration with the assistant principals, is in charge of managing student reading and math assessment scores. Students that are receiving interventions are reviewed every six weeks during the weekly PLC grade level team meetings. There is also a mass review of all student data at three points throughout the year (start of the year, after each session of NWEAs and at the end of the year) to make sure that we are including all students that need academic support in interventions and moving students out that have met their goals. The team also uses this time to reflect on classroom (Tier I) level teaching and instruction.

How will you assist in the diagnosis of students to impact teaching and learning in the classroom?

Through the use of our RTI model, the first level of focus is on Tier I, regular core classroom instruction. Student data is analyzed during grade level team meetings, faculty meetings and Intervention Team meetings. This is an opportunity for the core teachers to reflect on their curriculum and instruction. Teachers discuss strategies and programs that allow them to better differentiate to meet student needs. Certain students may come to the attention of staff that need extra evaluations, assessments or observations. Our BCBA, School Psychologist, interventionists and Special Education staff do a great job of collaborating with teachers on assessing the needs of students and working with them on ways to accommodate their learning needs.

How will you measure/review and analyze your program's effectiveness?

Our Intervention Team, grade level teams and School Leadership team meet regularly to review curriculum, instruction and intervention programming. We also use surveys and meetings with parents to elicit feedback and input for programming. We look at longitudinal data as well, seeing how long students are requiring intervention services and if they are exiting the need for Title I support or going through a referral to Special Education. These reviews help provide feedback as to the effectiveness of the programs and services.

Indicators other than Assessment:

This section was optional and Seabrook is choosing not to complete it.

Additional Support:

Title I services must be shown to “add value” to the instructional program provided to all students by general funds. In this provision the district, if it so chooses, can mandate the minimum amount of time each student would receive Title I support and maximum - staff student ratios. In doing so, each of its Title I schools must abide by those parameters.

Describe how your Title I program in both Targeted Assistance Schools [TAS] and School Wide Programs [SWP] provides services “above and beyond” the general curriculum.

Seabrook Elementary School (SES) has a school-wide Title I program. All SES students have a 90 minute literacy block each day. This time is used for core reading and writing instruction for all Tier 1 students. There is an additional 30 minute Foundations block built into the schedule to ensure that all students are given strong foundational knowledge and skills. Each classroom also has a scheduled 30 minute block for reading intervention. The students are distributed between small groups and guided reading. It is during this time that Title I intervention support is provided for designated students while other students receive targeted instruction or guided reading from the classroom teacher. Additionally, intervention support may be provided using a “push-in” model to provide additional instruction and support.

SES also has a 90-minute mathematics block. The first 60 minutes is whole class instruction that centers on the delivery of the Eureka Squared Math Program. During the second block of 30 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.

Title I services within Seabrook Middle School (SMS), our targeted assistance school program, are provided as supplemental support for academically disadvantaged students. All support is delivered by Title I funded staff to only Title I eligible students. The 5th and 6th grade schedule has a built-in intervention period of 40 minutes called ISE (Intervention, Support and Extension) that is for additional academic support, enrichment and independent work. The research-proven RTI model is the structure in which instruction is delivered at SMS. 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 services, 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.

Coordination and Integration:

Describe how your Title I program will coordinate with other programs (Sped, Even Start, Head Start, Reading First, Adult Education, Service Learning, etc.) and work with special populations (Sped, LEP, migrant, homeless, neglected or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.

Our Title I Project Manager attends regular meetings with general education staff, special education staff, administration and Literacy Coordinators across the SAU. She attends all of these meetings to ensure that the Title I program is aligned to the various curriculum and programs and remains supplemental. She also facilitates Title I meetings that include the Guidance Counselor, special education staff, core classroom teachers, School Social Worker, ESL Teacher (when appropriate) and School Principal. These representatives work well together to discuss groups of students and individuals regarding the services that they require and who is providing each service. We record notes from the meeting to make it clear as to the roles each person/program plays and make sure that student needs are met without duplication or fragmentation. The School Social Worker plays a key role in the meeting and process, as she oversees programs involving homeless, migrant, neglected and delinquent students.

Are you coordinating with pupil services personnel such as counseling and mentoring? If appropriate, are you coordinating with college and career awareness and preparation programs?

The Title I Project Manager and School Principal regularly meet with the Guidance Counselor and Social Worker and BCBA to make sure that student's social and emotional needs are met in addition to academics. We have a partnership with Seacoast Mental Health that includes them providing private counseling to many of our students one day a week. They are at the building three days a week and attend a weekly Mental Health meeting with the Guidance Counselor, school Social Worker, Behavior Specialist, Nurse and Principal.

Is there coordination with services to prepare students for transition from school to school?

SES is physically connected to SMS and there is shared space between the schools, which helps ease the transition for 4th graders moving on to middle school. In addition, middle school students are engaged with the elementary school students with various activities throughout the year. Towards the end of the 4th grade year, all 4th graders take a tour of the middle school and visit with each of the 5th grade teachers. In early June of each year, SES and SMS hold a transition night for all families of 4th graders that are transitioning to the 5th grade. On this Family Night, families meet with administration, tour the school, meet each of the 5th grade teachers and learn about the expectations and curriculum at SMS.

Selection of Students in Targeted Assistance Schools:

The SMS Title I program serves eligible students in grades 5-8. Data from the elementary school is shared at the end of the previous year to help provide insight as to which students have received supplemental intervention services in the past and their individual assessment data. The eligibility determination for middle school students involves a review of student assessment scores on Reading and Mathematics NWEA (typically looking at students that have scored in the lowest 40% percentile) as well as their performance on the Benchmark Assessment and on their report card. Teacher recommendation is also factored in, as well as if they have received Title I support previously. Homeless and migrant students are automatically eligible for Title I services upon enrollment, regardless of academic testing and standing. The eligibility forms are attached to the online application for reference.

Preschool Services:

Seabrook Elementary School houses a preschool program that annually serves approximately 75 students residing in Seabrook and is funded by district and IDEA funds. These children present with varying needs and abilities which are met by the team of teachers and assistants in two preschool rooms. In an effort to support the needs of the students, the preschool team meets with and/or informs parents regularly about their child's individual needs and progress.

In the spring of each year the preschool team and the kindergarten team meet to discuss and transition each child on an individual basis. This collaboration by the two teams increases

teacher awareness of each student's abilities and, therefore, better prepares each kindergarten teacher to meet the educational needs of the incoming students.

Prior to the beginning of the kindergarten year, all parents/guardians are required to bring their child to the school during the first scheduled days of the year so that personnel may administer specific developmental assessments in order to determine the need for interventions (i.e. Speech/Language, Occupational Therapy, supplemental Phonemic Awareness instruction) when the kindergarten program begins. Parents are fully informed of the results of these assessments and they immediately become part of the academic plan for their child.

The parents/guardians and children are also invited to a Kindergarten Open House before the students' first day at school. Parents/guardians are fully informed about the kindergarten program and all of the school's expectations and procedures so that they feel knowledgeable about their child's enrollment at Seabrook Elementary School.

Professional Development:

Describe how...

The LEA will coordinate with Title II-A to provide high quality professional development:

As the Curriculum Coordinator, the grant manager writes of both the Title I, part A and Title II-A grants. She makes sure that initiatives are aligned and that Title II-A funds are used to support the professional development needs of both district and grant funded staff.

Support the activities outlined in the parent involvement section:

The Seabrook School District is fortunate to have great district level and town support in promoting parental support and engaging parents in their children's education. SES & SMS also have a strong PTO that holds frequent events for parents and guardians at our school. We also use Title I funds to help supplement some of our parent/guardian involvement activities.

Support Title I staff and teachers of Title I students to be better able to meet their students' educational needs.

The Seabrook School District provides ongoing professional development for all teachers of Title I students and Title I staff to stay current on educational best practices. The district brings in presenters and sends staff out to conferences/workshops on a regular basis. In addition to school, district and SAU-wide professional development opportunities, each teacher and educational assistant is allowed to submit for workshops and conferences that they are interested in attending to meet their professional development needs.

Homeless Children:

Describe how...

Your Title I plan is coordinated with the McKinney–Vento Homeless Assistance Act:

The school registration process includes a section that asks parents to state their last permanent address, which leads the secretaries/Guidance Counselor (who are trained to be sensitive and informed about homeless issues) to question parents about living situations. There are no barriers in the registration process. The secretaries inform the Guidance Counselor, School Social Worker/Homeless Liaison and the Literacy Coordinator/Title I Project Manager of students who may be experiencing homelessness. Information gathered at registration can also identify migrants or English as a Second Language students. The School Social Worker meets with the student and parents to determine the child's educational needs. Students that are homeless are automatically considered for supplemental Title I, Part A services, regardless of their current academic performance. If the child requires extra academic support; then all Title I services that are available to meet the child's needs are offered. This may include intervention during the school day or after school support through our SAZ program. If these services do not meet the needs of the student then individual tutoring is arranged.

The McKinney-Vento Homeless Assistance Act is reviewed during the professional development day just before school starts in order to educate/remind teachers of signs to look for regarding potentially homeless students and the rights they have to a consistent education and Title I programming.

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The district identifies how (and where) it serves homeless children. How does the district expect to use its homeless set-aside dollars? Note: All Districts are required to have a local policy on homeless education and a local dispute process for homeless students (policy may include the dispute process). You may be requested to provide a copy of these policies.

The Seabrook School District has a Homeless Policy and Dispute process. All homeless students are educated with their peers in the same facility, if appropriate. Homeless students are identified during registration, or by a faculty member during the school year, by reporting to the Guidance Counselor or School Social Worker/Homeless Liaison. The homeless set-aside money is used to meet the academic needs of the homeless students (tutoring, field trips, sneakers for gym, backpacks, snacks, school supplies, and other items as the individual's situation requires).

You contact and coordinate with the town welfare office and local shelters to identify homeless children and youth.

The Homeless Liaison puts posters in area businesses, doctor's offices and municipal facilities advertising how to contact the schools to receive information on services for homeless school children. The Homeless Liaison attends community round table meetings to share information

as well. The Homeless Liaison and Guidance Counselor have a strong relationship with the town Welfare Office, working together to identify families that are homeless and support their needs.

Space in the Title I program will be made available throughout the year for homeless children.

The Homeless Liaison notifies the Title I Project Manager immediately when a child is registered as homeless or is reported as homeless. The student's academic needs are discussed and services are provided immediately to support the child (services may include after school programs, summer programs, counseling, in school intervention or enrichment services or private tutoring if necessary). The liaison meets weekly to discuss student issues and to determine if all homeless children have been identified and are being provided appropriate services. They also discuss new ways that they plan to or have attempted to publicize the homeless education program. The Homeless Liaison also contacts the cafeteria to make sure the homeless child is registered for free/reduced lunch immediately.

Foster Care Students:

Describe how...

Services are coordinated with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions:

The Seabrook School District staff are aware of the Foster Youth and Juvenile Justice Provisions within the Every Child Succeeds Act of 2015. Prior to the requirements, we had done similar work for homeless and migrant families, so incorporating required steps to help alleviate any registration barriers for students in foster care and providing the most consistency possible for their education was an easy adjustment. We will review the provisions annually with staff and make sure that we follow all requirements, doing what is best to support our student's needs.

How will the district help students in foster care remain in their school of origin unless it is in their best interest to change schools.

The Seabrook School District will work closely with the foster family and child welfare agency to ensure that a child in foster care is always offered the opportunity to remain in their school of origin, to provide consistency in their education.

How will the district ensure that when a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically required for enrollment; requiring the enrolling school to contact the prior school to obtain the student's records.

The Seabrook School District staff stay current on educational policy to ensure that we are following proper protocols to support all of our students. When a new student comes to register at the school, the goal is to get them enrolled as soon as possible. We realize that this is even

more important for students that have experienced disruptions to their education and home life in the past. We enroll any student experiencing homelessness, part of a migrant family or within the foster care system immediately, even if all proper paperwork is not available at the time of registration. Our guidance counselor, nurse and school administrative assistants follow-up with parents/guardians, previous schools and medical professionals to obtain the needed documents and/or services as soon as possible. If a student is withdrawing from our district, we also offer assistance to the family in terms of sending them with paperwork to the new school or expediting our response to a record release.

How will the district appoint a liaison to work with child welfare agencies regarding transportation needs for students in foster care.

The Seabrook School District has a School Social Worker that also serves in the role of Homeless/Migrant/Foster Care Liaison. This person is a direct connection for families of foster care students, families that are experiencing homelessness, migrant families. She works with the students, families and school staff to make sure that needs are met; including transportation to and from another district if needed and also transportation to school events and some medical appointments as needed. In regards to students in foster care, the School Social Worker works collaboratively with the child welfare agency to ensure that transportation is available for the foster care child.

How will the district provide disaggregated data on foster youth?

The Seabrook School District will be able to identify students as being part of the foster care system within our student data information system. This will allow us to track data on the students in a confidential format, with only limited staff members having access to the data.

Migrant Students:

Describe how...

The LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services.

The school registration process includes a section that asks parents to state their last permanent address, which leads the secretaries (who are trained to be sensitive and informed about migrant issues) to question parents about living situations. There are no barriers in the registration process. The secretaries inform the Guidance Counselor, School Social Worker/migrant liaison and the Literacy Coordinator/Title I Project Manager of students who are members of a migrant family. Information gathered at registration can also identify English as a Second Language student. The School Social Worker meets with the student and parents to determine the child's educational needs. Students that are in migrant situations are automatically considered for supplemental Title I, Part A services, regardless of their current academic performance. If the child requires extra academic support; then all Title I services that are available to meet the child's needs are offered. This may include intervention during the school day or after school support through our Sea Stars program. If these services do not meet

the needs of the student then individual tutoring is arranged.

The migrant student policies are reviewed during the professional development day just before school starts to educate/remind teachers of signs to look for regarding migrant students and the rights they have to a consistent education and Title I programming.

Space in the Title I program will be made available throughout the year for migrant children:

Homeless and migrant students are automatically eligible for Title I services upon enrollment, regardless of academic testing and standing. The eligibility forms are attached to the online application for reference. The Migrant Education Liaison immediately contacts the Title I Project Manager when a child is identified as being part of a migratory family. The student's academic needs are discussed and services are provided immediately to support the child (services may include after school programs, summer programs, counseling, in school intervention or enrichment services or private tutoring if necessary). The liaison meets weekly to discuss student issues and to determine if all migrant children have been identified and are being provided appropriate services.

Parent Involvement:

Describe how...

Parents and community are involved in the planning, review, and improvement of the Title I program:

Parents/Guardians review the program annually through a survey of the regular day program. Parents/Guardians also attend Title I annual meetings during parent/teacher conferences to learn more about the Title I program, ask questions and offer suggestions. The School also shares information at the PTO meetings and elicits feedback regarding the program at the monthly PTO meetings.

Describe how parents and community members are involved in assessing the effectiveness of your parent involvement policy, parent activities and the Title I program as a whole.

As mentioned above, parents/guardians review the program annually through a survey of the regular day program. These surveys allow for school community members to evaluate the existing program and offer suggestions for the future. Parents/Guardians also attend Title I annual meetings during parent/teacher conferences to learn more about the Title I program, ask questions and offer suggestions. The School also shares information at the PTO meetings, and elicit feedback regarding the program at the monthly PTO meetings.

Assure that each school has a school-parent compact and that the district and each school have a Title I Parent Involvement Policy. How and when the parents are provided information about the program, including participation in professional development activities and training to help them teach their children.

Each school has a parent-student-teacher compact and a Parent Involvement Policy. The compact and policy are sent home annually and are posted on the school websites. They are also reviewed at the annual meeting with parents and staff members. Parents are told about the Title I program during the Fall Open House led by the School Principal and Title I Project Manager. Parents are invited to attend math and reading trainings (such as Math and Literacy Nights) that are offered in the evening. Other parent educational events will be scheduled throughout the year as determined through the School Leadership team, PTO and Title I Project Manager. Online resources are also made available to parents to help them teach their children at home and reinforce healthy learning habits.

Do parents receive literacy training or are they referred to other agencies for support?

The Seabrook School District offers literacy training for parents, through workshops run by staff and presenters that come to the school and offer evening workshops/information sessions for parents. Most of these are sponsored by the district and PTO, but sometimes Title I funds are used to support a portion of the program. The school district also works with the other schools throughout the SAU to combine events and resources for literacy or math workshops and events as well.

What are your plans to comply with the “Parents Right –To –Know” requirements in the law?

The school principals are required to confirm with the SAU office each year that their staff meet all certification and HQT/HQP requirements. The schools then provide multiple opportunities for parents to be informed about the professional qualifications of staff including the following; appropriate certification for subject and grade level assignment, the status of any waivers (there are none), educational attainment of each teacher including undergraduate and graduate attainment with field of discipline, the overall qualifications of professionals serving their child/children. The above Parents Right-to-Know information is conveyed at the annual Title I meetings. The Parent’s Right-To-Know policy section of the Elementary and Secondary Education Act (ESEA) is also included in the Student Handbook annually and posted on SAU 21 website.

If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, non-profit school?

Sacred Heart School in Hampton is the only private school that currently participates in the Seabrook Title I program. Parents/Guardians at that school are informed about the Parent Involvement Policy annually.

What is the plan and who will be responsible to ensure that each Title I School holds an

annual meeting?

The Title One Project Manager is responsible for overseeing the scheduling of an annual meeting to inform parents about the Title I program, answer questions and elicit feedback to consider in future programming.

If the district receives \$500,000 or more, demonstrate how you have met the 1% required set-aside.

Seabrook School District receives less than \$500,000 in Title I, part A grant funds annually.

How are Title I programs coordinated with other parental involvement programs?

The Title I Project Manager and School Principal work closely with the SAU committees and PTO to coordinate parent involvement activities, ensuring that resources and opportunities are maximized and not duplicated.

How does your district plan to educate teachers and other staff on the importance of parental involvement?

The Seabrook School District routinely provides professional development and sharing of resources regarding increasing parental involvement. The district also has a strong PTO, with teachers and parents engaged in increasing opportunities to engage other parents in the school community. Parental involvement is also a core focus with our new mentor teacher program.

How do you plan to ensure that your district disseminates information to parents in an understandable format?

The Seabrook school District does their best to make sure that information sent home to parents/guardians is in an easily understandable format. We realize that there can be a lot of jargon within the educational community and we want to make sure that messages are simple and easy to understand. When important information is sent home with students, the BlackBoard Connect system is used to notify parents/guardians of the information being sent and offer a contact person to assist them if they have questions or concerns upon their review of the information.

Schools in Need of Improvement:

Describe how the LEA assists the low-achieving schools to implement its improvement plan.

Seabrook School District has no schools in need of improvement at this time.

Extended Learning Opportunities:

Describe how the LEA will use its Title I funds to support after school (including before and summer school) and school-year extension programs.

The Seabrook Elementary School is not currently using Title I funds to support after school and summer school opportunities. We recently transitioned to a school-wide after school program called SAZ that is paid for using other grant funds as well as district funds.