

**Seabrook Middle School  
Targeted Assistance School Plan  
as of July 2017**

**Student Selection: Describe your two-step process for selecting Title I students.**

**How is the pool of educationally disadvantaged students identified? How will you select the neediest students? In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable. All selection criteria must be academic in nature.**

The SMS Title I program serves 5<sup>th</sup> and 6<sup>th</sup> grade students only. 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 5<sup>th</sup> and 6<sup>th</sup> grade 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 Scholastic Reading Inventory and 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 application for reference.

**Supplemental Support:**

**Describe how your Title I instructional program is in addition to the Title I student's basic reading/math program that is delivered by district staff. We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.**

Title I services within SMS 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 5<sup>th</sup> and 6<sup>th</sup> grade schedule has built-in intervention time including a 50 minute RTI Tier II and Tier III time and a period of 50 minutes called Power Period that is for additional academic support, enrichment and independent work. The research-proven Response to Intervention/Instruction (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, 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.

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**High Quality Instructional Strategies: Respond to the following four:**

**(1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students.**

SMS 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 strategies and programs to support those students who are currently demonstrating skills below grade level through an RTI model.

For the 2016-17 school year the RTI model was adjusted, including programing, scheduling and staffing, to ensure that all students had two 50 minute blocks available for additional support. This tiered instructional support is provided through either push-in or pull-out services and is above and beyond the core instruction, supplemental to the district curriculum and instruction.

**(2) Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks.**

Our Title I staff provide additional high-quality support to students 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 II and Tier III instruction support:

- *Leveled Literacy Intervention (LLI):* Fountas & Pinnell Guided Reading Intervention Program
- *Foundations:* Wilson Language Program
- *Wilson Reading Program:* Wilson Language Program
- *Read Naturally:* Reading Fluency Program
- *Sidewalks Intervention Program:* Scott Foreman Reading Intervention Program that correlates to the core *Reading Street* program
- *Just Words:* Wilson Language Program
- *Number Worlds:* McGraw-Hill math Intervention Program

All of the above programs have been researched and used within our school for many years. They have a proven track record of helping close achievement gaps by accelerating learning for students to help them achieve grade level standards under the Common Core State Standards.

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**(3) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher.**

SMS uses the RTI model to assist Title I students through push-in and pull-out models. The 5<sup>th</sup> and 6<sup>th</sup> grade schedule has built-in intervention time including a 50 minute RTI Tier II and Tier III time and a period of 50 minutes called Bridges that is for additional academic support, enrichment and independent work. Students receiving Title I support do not miss any core instructional time.

**(4) Include the strategies you will use to provide extended learning time for your Title I students. (This is not a requirement for Targeted Assistance Schools, but it is a priority for all Title I schools.)**

Students receiving Title I support during the regular school day are prioritized for after school tutoring programs, provided by the district.

**Parent Involvement: Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?**

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

- 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.
- Technology will be used to increase access to trainings for parents, including an increased use of and training for Power School.
- Opportunities for involvement such as: email, video trainings, use of the district web site, TV showings of training sessions, etc. will be explored.
- Our BlackBoard Connect system will be used more to broadcast information to parents.

**Professional Development: Describe any professional development activities funded by Title I.**

No professional development activities have been budgeted for this school year out of the Title I grant. Title I staff will be included in all SAU, District and School professional development opportunities.

**Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component.**

No professional development activities have been budgeted for this school year out of the Title I grant. However, for district funded professional development, participation 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. Professional

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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 district funded 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. The professional development regarding Chromebooks is directly related to the Seabrook Technology Plan, as we are moving to a 1:1 Chromebook program for our 3<sup>rd</sup> – 8<sup>th</sup> grade students in the 2016-17 school year.

**Coordination with the Regular Classroom:**

**Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe your record keeping procedures to document this coordination.**

Title I staff will meet with the 5<sup>th</sup> and 6<sup>th</sup> grade level teams a minimum of two days per week during their assigned common planning time (last period, M-F for 50 minutes). During this time the core curriculum is discussed as well as alignment of intervention programs and strategies for Title I students. Student data is reviewed regularly and learning strategies that are successful or unsuccessful with individual students are discussed and next steps are planned.

**Collaboration with Other Programs:**

**Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).**

Title I staff are included in all SAU, District and School professional development opportunities and faculty meetings. During these times, various programs meet and share information. Title I staff also attend grade level team meetings and Special Education meetings to discuss the needs and programming of Title I students. Our Homeless/Migrant Coordinator refers all students in homeless or migrant situations for Title I services. The ESL Teacher collaborates with Title I staff if they have overlapping students on their caseload.