

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Thomas Koniowsky Jr
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Seaborn Elementary School
(As it should appear in the official records)

School Mailing Address 3800 Niles Carver Road
(If address is P.O. Box, also include street address.)

City Mineral Ridge State OH Zip Code+4 (9 digits total) 44440-9590

County Trumbull

Telephone (330) 652-9695 Fax (330) 744-5456

Web site/URL https://www.weathersfield.k12.oh.us E-mail tj.koniowsky@weathersfield.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Damon Dohar E-mail dohardam@weathersfield.k12.oh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Weathersfield Local School District Tel. (330) 652-1451

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Mark Bodo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	7	6	13
K	32	30	62
1	33	38	71
2	30	27	57
3	37	30	67
4	37	33	70
5	38	35	73
6	31	38	69
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	245	237	482

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0.8 % Black or African American
 - 1.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94.5 % White
 - 3.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	482
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 269

8. Students receiving special education services with an IEP or 504: 17 %
80 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|------------------------------------------------|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>26</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>12</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Seaborn Elementary is dedicated to enhancing effective student learning and supports a community of life-long learners.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

File: AC

NONDISCRIMINATION

The Board is committed to an environment in which all individuals, including students, staff, job applicants, the general public and individuals with whom it does business, are treated with dignity and respect. The Board prohibits discrimination based on race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, military status or legally acquired genetic information.

District Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's compliance officer:

Title: Damon Dohar, Superintendent

Address: 1334 Seaborn Street, Mineral Ridge, Ohio 44440

Phone number: (330) 652-0287

Email: dohardam@weathersfield.k12.oh.us

The name, title, and contact information of this individual is annually published in District handbooks and on the District website.

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File: AC

The Board has developed complaint procedures, which are made available to every member of the school community. The complaint procedures are not intended to interfere with the rights of any individual to pursue action through State and/or Federal law, contact law enforcement, or file a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board has adopted separate policies and procedures for sexual harassment, including the identification of the Title IX Coordinator. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

Interim Measures and Responsive Action

Upon receiving a complaint, the compliance officer will consider whether any interim measures should be taken to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter discrimination.

The District shall enforce its prohibitions against unlawful discrimination by taking responsive action reasonably calculated to stop and prevent further misconduct. Employees or students who engage in unlawful discrimination or retaliation may be subject to disciplinary action. The Board has identified disciplinary penalties, which may be imposed on the offender(s).

Confidentiality

Matters, including the identity of both the reporting party and the responding party, are kept confidential to the extent possible.

Retaliation

No one shall retaliate against an employee or student because he/she files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because he/she has opposed language or conduct that violates this policy. Any administrator, supervisor or district-level administrator who is aware of such retaliation shall forward it to the compliance officer. Reported acts of retaliation will be promptly investigated and addressed.

[Adoption date: February 27, 2002]

[Re-adoption date: October 15, 2004]

[Re-adoption date: April 20, 2005]

[Re-adoption date: June 18, 2008]

[Re-adoption date: December 15, 2021]2 of 3

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File: AC

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.

Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.

Education Amendments of 1972, Title IX; 20 USC 1681 et seq.

Executive Order 11246, as amended by Executive Order 11375

Equal Pay Act; 29 USC 206

Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.

Rehabilitation Act; 29 USC 794

Individuals with Disabilities Education Act; 20 USC 1400 et seq.

Age Discrimination in Employment Act; 29 USC 623

Immigration Reform and Control Act; 8 USC 1324a et seq.

Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.

Ohio Const. Art. I, Section 2

ORC Chapter 3323

Chapter 4112

OAC 3301-35-02

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex

ACAA, Sexual Harassment

ACB, Nondiscrimination on the Basis of Disability

EDE, Computer/Online Services (Acceptable Use and Internet Safety)

GBA, Equal Opportunity Employment

GBO, Verification of Employment Eligibility

IGAB, Human Relations Education

IGBA, Programs for Students with Disabilities

JB, Equal Educational Opportunities

JFC, Student Conduct (Zero Tolerance)

JFCEA, Gangs

JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
NBRS 2022

22OH114PU

Staff Handbooks

Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement

Support Staff Negotiated Agreement

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17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Seaborn Elementary School is located in the suburban township of Weathersfield, Ohio which is in between the larger cities of Youngstown and Warren. The population of Weathersfield that resides within the school district boundaries is just over 5,000. Diversity is very present within the community as evidenced by many different racial, religious, and socioeconomic backgrounds represented. The students come from a wide variety of backgrounds ranging from section eight housing to million dollar homes.

Seaborn Elementary School is the lone elementary school in the Weathersfield Local School District and serves PK-6. The SY 2014-15 school year was the first time that Weathersfield would operate only two school buildings. With the elimination of Mineral Ridge Middle School, grades five and six became part of Seaborn and grades seven and eight joined Mineral Ridge High School. This consolidation led to various issues that would be addressed in the future. Also, in May of 2016 the long time building principal of over 25 years retired. With new building dynamics in place, change was on the horizon.

Being part of small town has afforded Seaborn many unique and close relationships with organizations both in and outside of the school. The Seaborn Home and School Association (SHSA) is a Parent Teacher Organization (PTO) that works closely with the school and provides funding and volunteers for a variety of co-curricular and extracurricular activities. The Weathersfield Local Police and Fire Departments are also active within the building. The school resource officer (SRO) and fire chief work in concert delivering educational programming to students on a variety of public safety topics throughout. There are also long standing relationships with various religious groups that provide classroom supplies, clothing, and backpacks full of food on Fridays for families in need.

Seaborn Elementary strives to give every child an extensive curricular, extra-curricular, and social emotional experience regardless of each child's personal history. As part of the ever changing educational system, a variety of decisions have been made over the past five years to ensure the students get the best educational experience possible that meets or exceeds all of their needs.

While looking at the Ohio's Learning Standards (OLS), a curriculum audit was completed in SY 2016-17. This audit revealed gaps with vertical alignment and instructional practices in the core subjects. This information sparked Seaborn to make a change to one common English Language Arts (ELA) curriculum. The curriculum came with a multitude of professional development opportunities as well as teacher meetings to assure the building was on organized common ground. The vertical alignment has given students consistent teaching practices year to year and increased test scores have shown the validity of this practice.

A consistent ELA diagnostic was given three times per year for the entire building. This nationally normed diagnostic has given invaluable real-time data that teachers use to tailor instruction to meet the individual needs of their students. All students in kindergarten through sixth grades are given the diagnostic and data driven decisions are then made for each student throughout the year.

Seaborn Elementary has a documented history of using Positive Behavioral Interventions and Supports (PBIS) long before the Ohio Department of Education (ODE) released their Social and Emotional Learning standards (SEL). A program called CHARGE was created to address tier one (1) through three (3) SEL needs. Seaborn is the home of the "Rams," thus the program was named CHARGE. Increased attendance, increased grades, and decreased discipline referrals are verified with students who are part of the program.

A consistent message of student expectation is also part of the PBIS. This is communicated to students, staff and visitors by signage posted throughout the building and classrooms. As an incentive, students demonstrating school expectations are rewarded with "Ram Bucks" that students can spend on a variety of items during the week, including a trip to the carnival style crane game on Fridays.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The base of the building's core curriculum, instruction and assessment are the Ohio Learning Standards (OLS). The OLS are very detailed and drive decisions on how we deliver the best education to the students. Each subject area routinely completes curriculum audits and pacing guides to make sure the OLS are being appropriately taught.

Vertical alignment and spiraling are also strong components of the ELA and math curricula. It is vital that students hear and see similar topics and language as they progress through the elementary grades. The groundwork of specific topics will begin during kindergarten and each year the complexity of those topics will increase. For example, themes within specific text styles are taught each year using common language and increase rigor as grades bands increase. By the time a child is in sixth grade, they have heard a consistent message for many years.

Once a topic is taught at Seaborn, it does not disappear. Teachers make explicit efforts to spiral or revisit topics throughout the year. Spiraling has led to better retention of topics that are taught early in the year.

In addition to the curriculum, Seaborn Elementary has the belief that all students can learn, and high tides raise all boats. Expectations are high regardless of the various backgrounds and ability levels the students bring to the classroom. Knowing this, teachers take time to differentiate instruction that is appropriate for each student. Children who enter the building as new students or as an incoming kindergartner are often behind grade level standards. Seaborn teachers do a superb job advancing students to grade level with a combination of high expectations and the well-founded belief that all students can learn regardless of their starting point.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Seaborn Elementary educators use a rigorous, multi-tiered curriculum that supports the Ohio Department of Education state standards in English Language Arts. Faced with recent pandemic challenges, the district has heightened its awareness of the potential gaps that may have occurred during the physical absence from the classroom setting. The staff has been extremely diligent at identifying and analyzing any deficits that may hinder the progression of student learning in the world of Language Arts.

At the beginning of each year, the Seaborn elementary teachers use a nationally normed diagnostic test to predict the reading success for each student. This assessment is given three times a year and the data enable teachers to identify strengths and weaknesses in language and reading skills. The fall scores allow the staff to critically explore each student's strengths and weaknesses in areas with the focus on phonological awareness, word recognition, syntactic knowledge and reading comprehension. In addition to the assessment, a leveled online instructional program is also used. The program provides the ability for real time driven learning lessons. A differentiated and personalized equitable learning experience for all students is delivered while assisting teachers with the necessary data to focus on student needs.

A curriculum audit was completed in 2016-17 and it revealed major issues in the ELA program. The school piloted three different products and in 2017, Seaborn adopted a school wide literacy program for the first time. The program meets the OLS and has the increased rigor the students need. A comprehensive set of vertically aligned resources with the ability to modify instruction while supporting the individual needs of each student in grades K-6 are provided. The teachers begin by modeling the course content by using various literary resources in the form of print and electronic formats. Students are then able to practice and apply these skills by using leveled readers, an interactive worktext, reading companions, and a reading/writing workshop. This reading program also includes an intervention component which is utilized

by the special education and Title I departments.

Teachers use different formative assessments such as group work, in-class discussions and quick questions for review. Differentiated instructional worksheets are often used in class to practice and review skills. Summative assessments are used to evaluate student learning and knowledge at the conclusion of an instructional period. These assessments typically include a cold read selection, comprehension questions on a weekly story, and a writing component. The data from the above assessments are used to drive future instruction and practice per student performance. All of these assessments are available online and Seaborn initiates online testing in second grade to prepare students for the Ohio state tests that begin in third grade.

In addition to diagnostic testing, online resources, and the core literacy program, Seaborn has a uniform phonics curriculum that is used daily in grades K-2 and as needed in grade three. It is a 35 week curriculum of daily phonemic awareness lesson plans. They include, but are not limited to letter recognition, rhyme recognition, onset fluency, blending words, segmenting words, substituting words and adding and deleting words.

Seaborn also uses push-in and pull-out Title I services in grades K-3. This targeted intervention affords the youngest readers the intense support they need.

1c. Mathematics curriculum content, instruction, and assessment:

Seaborn Elementary's Math Department excels and specializes in teaching students the best and most hands on strategies to become proficient in mathematics as dictated by the OLS. The school has achieved excellent test scores in mathematics over the course of the last few years; due in part to excellent educators who use many different strategies to help their students absorb and grasp the major concepts that are to be mastered for the specific grade level that is being taught.

The kindergarten, first, and second grade teachers lay the foundation for mathematics at Seaborn Elementary. All three of these grade levels use many different and efficient methods; however, the teachers really excel in the use of manipulatives. The teachers use shapes, numbers, and objects to reach and exceed their grade level goals. Each of these grades take the OLS and build skills upon one another so that by the end of second grade, students are able to use proper strategies to solve basic math problems.

Grade three incorporates language arts into mathematics, and students begin the process of understanding how to solve word problems. Instruction is delivered in grade three, like K-2, in a self-contained classroom setting. This allows the same teacher to instruct math and ELA. The teacher has the ability to teach cross-curricular lessons and apply ELA concepts in math which lead to better understanding.

Math becomes departmentalized in grades four, five, and six, allowing for a very content driven approach. When looking at the OLS, those teachers meet with the grades above and below to make sure smooth transitions occur and those common practices are taking place. One common practice is a nationally normed math diagnostic that is given three times per year. This test yields data that the teachers use to deliver differentiated instruction to the students. The diagnostic is also used to identify gifted learners and has a learning software attached with it.

Fifth grade begins to really focus on real world application of math concepts. One example of this is using a hands-on cookie making math lab to show the concept of volume and how to manipulate fractions. A base recipe is given, and the teacher has the students scale the recipe up or down depending on the amount of product needed to serve a certain number of people. This weeklong activity is just one example of the hands on real world approach in fifth grade.

When reviewing the math curriculum, a weakness was found in sixth grade. At this time, a math committee was formed and investigated many new resources and methods. The team decided to invest in College Preparatory Math (CPM) and the training needed to properly deliver this method of instruction. The team based approach of CPM was very foreign to the teacher and the students. The school district recognized this and sent the teacher over 2,500 miles away to San Francisco to obtain the best professional development

available. The results have been phenomenal as evidenced by increased test scores and math success in seventh grade.

1d. Science curriculum content, instruction, and assessment:

Seaborn's science curriculum is created around the OLS to first develop students' ability to read science content in early elementary and then to immerse students in science once they enter fourth grade.

During kindergarten through third grades, Seaborn's science curriculum is integrated into the ELA curriculum as well as math. The ELA and math programs incorporate science related content that teachers expand upon within their classrooms.

Once students reach fourth grade, classes are departmentalized, and science is taught on its own. The main source of content is introduced through Study Island. Study Island is a learning management system that includes grade appropriate science Lexile reading, comprehensive videos, interactive lessons, and assessments. Additional fourth grade science materials consist of many hands-on activities in which students practice observation, data collection, and drawing conclusions.

Fifth and sixth grade students follow a science curriculum similar to higher education grade levels. Students in these grades are pushed to read scientific research with laboratory data. Students interpret that information and use data to support theories within their classes. Resources include: Inspire Science of Wonders, CK12.org, Study Island, PhET Interactive Simulations, Ted Ed, as well as teacher created materials. Instruction at this grade level is a mixture of direct instruction, guided instruction, and problem based learning. Some of the activities utilized include: mineral and rock identification with classification, potential and kinetic energy roller coasters, zombie racing, sound spoons and tuning forks, and balloon rockets. During each of these activities, students use critical thinking to identify the relationship between variables while referring to notes and research.

COVID-19 made the science classes adapt to less partner work and minimal sharing of supplies to mitigate the spread of the virus. YouTube videos, computer simulations, and teacher demonstrations were used in place of traditional labs.

The District technology department enhances the scientific way of thinking by teaching all elementary students to learn about the scientific method and the design process through project-based learning and daily design challenges.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies curriculum at Seaborn is centered on the OLS which covers the areas of history, geography, government, and economics.

Kindergarten through third grades imbed social studies within ELA instruction and adds extra attention to topics such as Constitution Day, Martin Luther King Day, and 9/11.

Fourth through sixth grades departmentalizes subject instruction. Dedicated teachers allow for more intense content specific instruction with specific social studies resources. Also, each social studies teacher in these grades works with ELA teachers to incorporate ELA strategies into their lessons. This practice of content area literacy has been of great benefit to both social studies and ELA classes by connected the content of social studies and the strategies of ELA. The social studies and ELA teachers also work with each other on cross-curricular projects.

Grades four through six use standard-based magazines, textbooks, Study Island, and IXL. At this level, students utilize project-based learning, technology, and content area literacy. Special regard has been made to integrate social studies and ELA to allow for content area literacy. As previously mentioned, this practice is of great benefit to the students.

Students in sixth grade participate in a yearly overnight field trip to Camp Fitch at the YMCA in Erie, Pennsylvania that offers the opportunity to learn about agricultural practices, products, and the understanding of early civilizations. Camp Fitch gives students an experience that helps foster an understanding and appreciation of early life in the region.

At Seaborn, we also have a very involved Student Council. The elected representatives are a combination of fifth and sixth graders. Their focus is to work together to implement student government within the building and to provide services in the local community. The student council works together to give back to the community through a variety of activities such as food drives for the local food bank, visiting local assisted living residents, as well as organizing fundraisers for students and families of the school that need assistance. In the past, the student council has purchased landscaping materials, trees and other decorative items to enhance the building which they attend. Members of the student council learn the importance of responsibility, the value of serving others, and how to model those behaviors for the student body.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Seaborn Elementary School is home to one preschool classroom for four and five year old students who are preparing to enter kindergarten. The enhanced curriculum incorporates the Ohio Early Learning and Development Standards of language and literacy, mathematics, writing, science and social studies, art, fine and gross motor skills, and social/emotional skills. The purpose of these standards is to support the development and well-being of young children and to foster their learning. With that in mind, the use of Ohio's Birth Through Kindergarten Entry Learning and Developmental Standards helps to ensure a natural progression for students as they move toward preparation for Ohio's Learning Standards for Kindergarten.

The preschool utilizes child-centered and play-based learning. The staff strives to encourage independence and self-confidence, along with group cooperation, through large group, small group, and one-on-one participation in a variety of hands-on, interactive experiences. The individual needs of each child, their learning styles, and interests, are at the core of the lesson plans to ensure their success and eventual kindergarten readiness. The goal in the preschool classroom is not only to teach but to inspire children to find a true love of learning as they explore their world. This program helps to ensure the students' first school experience is a great one.

The teachers regularly check in with the Kindergarten and primary grade teachers, collaborating across the grade levels to confirm that the program is truly preparing the students for the next steps in their education. We have found that the students coming from pre-school have a much easier transition into the kindergarten classroom than other students without an enhanced pre-school experience. In addition, a majority of former Seaborn preschool students are currently performing in the top half of their primary grade classes.

2. Other Curriculum Areas:

Seaborn elementary believes that there is more to a great education than just the core content areas. The world is ever-changing, and students need to be exposed to a wide variety of content during the formal education process. Keeping this in mind, Seaborn has made a huge commitment of resources to allow the students to attend four non-core classes each week. Art, music, physical education, and technology meet for 47 minutes per day on a rotating daily schedule. The OLS are followed when planning lessons for these classes. As part of a K-6 building, these teachers must plan a seven-year continuum of education in which each year builds upon the previous.

Art education allows students to hone skills over a variety of media. From kindergarten through sixth grade, the students start with basic skills and work their way up to more difficult projects such as ceramics and papier mâché. Development of fine motor skills and creative thinking are two of the main objectives when the students are in art class. Each year the students participate in a school wide art show and a Trumbull

County art show. Each student at Seaborn will have at least one piece of their work displayed in the school wide show. An art committee will then select 15 of the best pieces to display at the Trumbull County show. Students put forth great effort and have a huge sense of pride with their artwork. Participation in the art shows encourages parents and family members to attend the shows to support their children and observe firsthand school activities and enthusiastic “artists”.

Music education is a priority as research shows it helps student brain development during this crucial age span. Song and dance are at the heart of the primary grades. Once a student enters fourth grade, the focus shifts into instrument instruction. COVID -19 put a halt on teaching the recorder to limit possible viral air transmission, but since Seaborn values music education, ukuleles were purchased for fourth grade. When a student enters fifth grade, they can sign up for band or general music. At no point during a student’s time here will they be without music education. The fifth and sixth grades each will have their own bands and rehearse multiple times per week. Student work is then displayed during two public concerts that the community attends in mass.

Activity leading to a healthy lifestyle is at the core of the physical education classes. Individual gross motor skills, teamwork, game play, and sportsmanship are some of the main objectives of physical education that lead to significant outcomes in social, emotional, and physical well-being. Each year the skills and games taught build upon each other leading to more complex skills and games. At the end of each year, field days are held as a culmination of the physical education classes. They will test skills over a variety of events and awards are presented. In grades five and six, the day shifts into a track meet with modified field events. The students really enjoy field days as they compete for individual and class awards. Again, families are encouraged to attend to support their “athletes” and gain into activities that can continue outside the school day and school year.

The last of the non-core classes is technology. In the primary grades, students learn basic computer and keyboarding skills. As the students grow they will dive into circuits, coding, 3D printing, and some basic robotics. In one project, students in sixth grade designed and made 3D printed teacher name plates for every teacher in the building. Safety protocols are incorporated into the technology curriculum as students live in a social media environment with inherent dangers as to personal identity and exposure to electronic media and aggressive advertising.

3. Academic Supports

3a. Students performing below grade level:

Seaborn Elementary is committed to meeting the needs of every student. Seaborn teachers and staff are constantly working together to ensure that all students are achieving to their fullest potential. Teachers use computer based programs such as Lexia Core 5, i-Ready and IXL, in order to identify students who are working below grade level. The teachers also utilize leveled assessments in their reading and math curriculums. Once students are identified, teachers use tier I interventions in the classroom to support struggling students and to provide challenging opportunities for students working above grade level.

Students take a diagnostic assessment three times per school year in order to get a baseline of their literacy needs. After that, the Core 5 reading software program is deployed as a tier I intervention. Core 5 provides instruction encompassing six areas of reading: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Core5 allows students to work at their own level and pace. Detailed reports are also provided to the teacher regarding their students’ progress in each reading skill category. These data are very beneficial in planning future reading instruction in the classroom.

The Heggerty Program for Phonemic Awareness is another Tier I intervention that is employed in the K-3 classrooms on a daily basis. This program targets phonemic awareness skills such as rhyming, onset fluency, blending, isolating final and medial phonemes, segmenting, and adding/deleting phonemes. The daily lesson duration is ten minutes in a whole group setting. This phonics program is unique in that it requires teachers and students to use different hand motions to learn literacy skills in addition to the customary auditory and visual techniques. The addition of kinesthetic learning attracts even more students

to these engaging lessons.

Seaborn also implements tier I and tier II pull-out and push-in reading services through Title I.

Lastly, some students who are performing below grade level receive specially designed services as provided by their Individuated Education Program (IEP) or 504 Plan.

3b. Students performing above grade level:

Seaborn Elementary is also committed to providing challenging and stimulating educational opportunities for students who are performing above grade level. In addition to rigorous differentiated classroom instruction, Students participate in two standardized tests to determine gifted eligibility status. The IOWA Achievement tests are administered to students in second and fifth grades. The Cognitive Abilities Test (CogAT) is administered to students in first and fourth grades. The CogAT measures the level and pattern of cognitive development of the students compared to peers of the same age. When a student reaches the 95th percentile on one of these assessments, they carry a gifted identification for the remainder of their academic career.

Once a student is identified as gifted, the teacher composes a Written Education Plan (WEP). Students can be identified as gifted in the areas of superior cognitive ability, specific academic ability, creative thinking, and visual or performing arts. This plan documents the educational goals for the students' identified content areas and how the teacher will provide accelerated instruction. This plan is written and reviewed yearly. Students that have a WEP are cluster grouped in order for the teacher to provide gifted services that align with their WEPs. In addition to regular education cluster grouping, students identified as gifted will be eligible to enroll into a Science Technology Engineering Arts and Math (STEAM) program as well as future advanced placement courses, college credit plus courses, honors classes, acceleration, visual/performing arts courses, and independent study classes. Special care is given as students are counseled and advised into taking advantage of advanced coursework to set goals which can continue into high school with advanced college preparatory work.

Students performing above grade level also receive accelerated instruction and practice through the use of the online computer based programs such as IXL, iReady, Core5, and Study Island. Students can access these computer programs online at school and as well as at home. These programs advance students based on their achievement level and not on their grade level expectations.

All Seaborn teachers took part in innovative gifted professional development in order to have the skills to service WEPs for gifted students in Ohio.

3c. Special education:

Seaborn Elementary's special education department includes four intervention specialists, a speech and language pathologist, an occupational therapist and assistant, and a physical therapist.

Students who are referred and qualify for special education services under the Individuals with Disabilities Education Act (IDEA) receive instruction and intervention in the least restrictive environment. Within the general education classroom, a co-teaching inclusion model is utilized while students needing a smaller group setting learn in a resource classroom with an intervention specialist and classroom assistants.

Students are referred to the Intervention Assistance Team (IAT) by classroom teachers when they are not making adequate progress and/or working below grade level. They can also be referred for speech and language or fine motor concerns. Teachers refer students by completing a detailed questionnaire that includes classroom observations, assessment data, as well as interventions used in the classroom before referral. The IAT includes general education teachers, intervention specialists, related service providers, school counselor, special education supervisor and parents. The team will determine testing, observations, interventions, and services to meet the individual needs of the student.

In the co-teaching inclusion classroom, the intervention specialist and regular education teacher collaborate to guarantee differentiation in instructional delivery and models for meaningful assessment. The team works together to develop individual goals focusing on student strengths, as well as determining adjustments in instruction to meet the student needs, including pull-out for small group instruction or assessments. General education teachers and intervention specialists have a daily common planning period by grade level which provides the critical time for collaboration and discussion.

In the resource room, teaching is cross categorical to meet the needs of all students. A variety of direct instruction is used in a specialized classroom individually or in a small group. Parent communication is key to the success of the student; progress reporting is sent home quarterly and weekly communication is encouraged. Interventions assist students in making progress to meet the OLS and individual goals. Additionally, social emotional, as well as behavioral supports are in place to help meet the needs of the whole child. Community resources and collaboration are marshalled as support to the school-based programs whenever specialized, critical interventions are required.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Each day at Seaborn the staff strives to give each student a great experience from the moment they arrive. Students are greeted every day as they exit a vehicle or bus by a team of teachers, aides, a custodian, and the principal. No matter what the weather, their initial interaction is positive and consistent on a daily basis. This practice gives the students a sense of comfort and belonging.

The District PBIS system has been implemented with fidelity over the past three years. It sets expectations of behavior which directly lead to the climate and culture of the school. Common expectations are posted throughout the building and consistent praise is given to those exhibiting the expectations. The system has taught the students a positive way to act and deal with issues resulting in increased attendance and decreased discipline referrals.

Seaborn has a very active student council made up of highly motivated respectful students. These elected student council members meet with their advisor biweekly and discuss ways to make the school better. They also meet with the principal and present him with items they wish to accomplish. A few of the things student council has accomplished are the development of a school store, landscape beautification, recycling, and students visiting local retirement homes. The student body witnesses the very visible student council actions, thus allowing their leadership to grow within the student body.

The Seaborn Home and School Association (SHSA) partners with the school for a variety of co-curricular and extra-curricular events. Some of the more popular events are: spirit weeks, Seaborn night at a Mineral Ridge High School football game, pie the principal reading program, special events with parents, and a school fair. The students look forward to these events each year as evidenced by student disappointment of event cancelations due to COVID-19. SHSA also funds recurring field trips including a sixth grade overnight experience to Camp Fitch which is part of the YMCA.

Each year the art and technology classes brainstorm ways to add to the school. Each grading period art students create art walls around the school which and features famous artists they enjoy learning about. The technology classes come up with unique products to make for the school on the 3D printer. Students designed, printed, and installed custom teacher name plates for every teacher in the school and this project was so successful that students are planning on what future projects they can devise to build on those skills.

From the time students arrive on campus until the time they leave, Seaborn strives to give each students a wonderful, positive, and meaningful experience that has them wanting to return each day.

2. Engaging Families and Community:

There are numerous ways in which Seaborn Elementary and the Weathersfield Local School District engage the families and community. Social media platforms are used to inform and advertised things that are happening within the school. The school is open to accommodate many business and local organization gatherings. Through the many gatherings and events, the District as well as Seaborn Elementary have created numerous opportunities for students through community partnerships.

The Weathersfield Local School District is dedicated to the greater community and people of the Weathersfield Township. For many years the district has had an emphasis on community involvement. The community has a focus on education and especially on the youth of the community. Seaborn is the main hub for education in the area for students ages 4 to 12. It is one of the epicenters for social, community, and cultural activities in Weathersfield Township. Therefore, any school event, large or small, has great attendance.

Additionally, Seaborn encourages staff to contact parents as much as possible. The school encourages staff to promote the positives of each student. It informs parents via email, phone calls, and apps like Remind,

Facebook, and Classroom Dojo. Parents have expressed how much they enjoy receiving a positive update from their child's teacher which generally leads to proactive, positive conversations at home.

Seaborn is the epitome of the village raising a child. During the school year, starting in August, there are 7 to 10 events that bring roughly 400-1,000 people in attendance. From Meet the Teacher evening to Halloween to Parent Teacher Conferences to Spring festival, each one of these events along with concerts, art shows, and spelling bees, bring hundreds of parents and families together in attendance. Additional events have been grandparent luncheons to VIP day to Donuts with Dads. The community knows of these events and will be at each one. It allows Seaborn Elementary to truly have the entire village to aid in raising every child.

Seaborn Elementary utilizes the local partnerships that have been established by the school district. Seaborn has a direct partnership with Youth Intensive Services, who provide professional counseling services and behavior management. Additionally, the elementary school appropriately employs its relationship with local churches and their community food pantry to not only aid its students but raise awareness for the needy of the community. The school has also availed itself to partner with SHSA, Trumbull County Educational Service Center, and the YMCA/Camp Fitch program.

Seaborn Elementary is a shining beacon of community engagement and family involvement. It is the jewel of the community.

3. Creating Professional Culture:

One of the main objectives of the Weathersfield Local School District and Seaborn Elementary School is to create and maintain a professional culture in every conceivable manner and time. The main objective of the district is to educate every student. The district does not leave anyone behind is the unofficial motto of Weathersfield Local Schools. There are many variables of the equation to achieve this objective. One of the most important is to create the best professional culture in the schools.

In order to do this, it must start at the top, the Superintendent. The Superintendent gives the macro version of the objective. He must portray and enable his team of Administrators to fully understand and desire the same objective. The Superintendent must trust his Administrators to fulfill the objective in their manner. Professionalism is required by the Superintendent to listen, approve, and encourage the administrators to do their jobs.

It is important for the Administration of the District to have the autonomy to meet the objectives of the school district. The Superintendent must allow his administrators to lead with his total confidence. This means that the Principal of Seaborn has the ability, the knowledge, and desire to lead the school to meet the district's objectives.

In turn, the Principal has to allow his staff to be creative, responsible, and dedicated to the children of Seaborn Elementary School. Staff must have a say in the curriculum to positive behavior systems to the overall organization of the school. Once there is a bridge of trust created, there is no limit to the great heights that Seaborn Elementary will achieve.

The staff at Seaborn elementary has a great deal of input from curriculum to discipline to the manner in which certain subjects are taught. The staff understands and meets the expectations of their Principal. The staff is allowed and expected to meet their professional expectation of educating every student. There is a great deal of trust between the staff and the administration of Seaborn elementary.

Furthermore, it is important to respect each employee's opinion and allow each employee to feel respected and needed. The Principal treats every employee from bus driver to custodian to secretary to cook with a great deal of respect. More importantly, every employee understands the objective of the district is to not leave a student behind ever.

4. School Leadership:

In the same manner as creating a professional culture, school leadership derives from the leader of the school system. The Superintendent sets the objectives of the district and allows his administrative team to lead their buildings. The Superintendent gives the largescale viewpoint of the objective. He must portray and enable his team of Administrators fully understand and desire the same objective. The Superintendent must trust his Administrators to fulfill the objective in their manner bringing their unique talents and skills to the table. Professionalism is required by the Superintendent to listen to and sanction the Administrators as they do their jobs every day.

The leader of the school must guide his staff with high expectations and a larger belief and confidence in his staff's abilities. The staff must understand this fact and continually work to improve and advance. Additionally, the Principal must create an environment of pride in the school from teachers to custodians to cafeteria staff. Everyone must have a willingness to work for the common goal which is success and advancement of every child in their care and maintain pride and confidence every day.

With the strength of good leadership from Principal Koniowsky, the staff at Seaborn has clear goals and objectives on a daily basis. Additionally, the teaching staff knows and understands its powerful role as educators for the children of Mineral Ridge. The staff is in control of the state standards and the main objectives of the curriculum. Furthermore, the teachers are constantly working to differentiate the lessons to ensure success for all students.

The entire staff at Seaborn Elementary school is always in coordination as a team to inspire and grow each student. Additionally, the school utilizes outside resources like Youth Intensive Services to aid in the social emotional work for the students in need. Outside groups are used in coordination with staff to further the emotional needs of the school.

Seaborn Elementary is a shining example of a team that is proudly led by its Principal and staff members. Every aspect of the school grasps their respective roles. The main objective is to have children succeed and build confidence in order to grow exponentially.

5. Culturally Responsive Teaching and Learning:

Seaborn Elementary school prides itself on creating a wonderfully open and equitable learning environment. The school is committed to an openness regarding cultures, an environment of respect to all walks of life, and awareness of events around the school. The District and Seaborn strive to continually work in partnership with outside agencies to aid in the development of this type of positive atmosphere.

Seaborn Elementary has numerous students from different backgrounds and diverse cultures who walk in its hallways. It has always been a safe environment for any student no matter their background, beliefs or ways of life. Leadership has prided itself on educating staff on new students from different states, countries and cultures. The school has had a number of students from the Middle East and Latin America as well as Eastern Europe move to the district. Moreover, socio-economic backgrounds differ vastly in every classroom for every student. There has been a great open acceptance of anyone and everyone at Seaborn Elementary.

For support of the community and everyone who resides in it, the district works with Youth Intensive Services for Social Emotional. A food pantry organized by many Mineral Ridge churches and supported by the schools, aid in helping the needy of the community through a backpack program for students with weekly needs to large holiday meals. Furthermore, the District works with Trumbull County Educational Service Center to meet the needs of gifted students.

A school is a pillar for numerous years in a locality. The locale may change immensely from year to year and generation to generation. Seaborn Elementary and Weathersfield Local Schools have been available to the Weathersfield Township for over 125 years. Faces, buildings, and industry have changed and the one constant in the larger community has been the school system. Weathersfield prides itself in educating every single learner. Seaborn is the beginning and foundation of the system of education in the community at large.

As the world has changed, children and their daily needs do not change. Each child comes to us with not only the needs of education, but the need of acceptance and openness to grow confidently throughout their lives. The District, along with Seaborn Elementary, understands that the outside world evolves, and we teach about the changes and guide students with knowledge of the past and current situations. However, the school's position is to grow and foster intellectual growth in every child. To encourage students to look for opportunities to learn, to read good books, to listen to music, to observe fine art, to explore with open eyes and observe cultures and customs and to embrace the differences. Changing hair styles, and the ever-shifting social landscape of American youth lifestyles, really do not impact the most important job Weathersfield Local Schools has to do. Education is the job, profession, and vocation that is Weathersfield Local Schools and Seaborn Elementary School is an integral part of it.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When taking a look into Seaborn's longitudinal strategic plan for academic success, one would see a detailed plan that covers a wide range of issues. Narrowing down everything that is done at Seaborn to pinpoint the one practice that has contributed the most to the school's success is quite challenging. However, there is one practice that stands high above the rest as the change agent for District academics.

In 2017, a uniform English Language Arts (ELA) series was installed for all grades at Seaborn Elementary. This series covered the OLS very well and came with a multitude of much needed professional development for the teachers. The training did not just encompass how to navigate the many facets of the new series, but also contained new methods of teaching ELA. Many of the teachers had not had new resources or new methods in many years and this was evidenced by lower student achievement on state tests.

As the year began, teachers and students were overwhelmed with the increased rigor and expectations of the new series. So much so, that informational sessions were held with parents to explain the new expectations and how everyone could all work together for student success. Growing pains were definitely present for students, teachers, and parents. For example, the term "cold read" was foreign to the students, and they struggled adjusting to this methodology as did their parents. Communicating with parents the idea of the cold read was also challenging. They were accustomed to being able to study and memorize reading selections, but now students would be tested on ELA concepts of the week within a new story. With time and practice, the students adjusted, met the challenge and started to become more successful.

The series uses common language that is evident from kindergarten all the way through sixth grade with explicit vertical alignment and pacing. During any given week, similar content skills are being taught through the build with age-appropriate details. This resembles spiraling, but on a year-to-year basis with reinforcement and added details the process is enhanced.

We are now reaping the rewards of seeing the program blossom in the students as the cold reads and increased rigor have become normalized. There has been a direct correlation of student success on the Ohio state tests and the use of the program. Students are better prepared and have been hearing and responding to a consistent message over the past few years. As we look to always improve, this series will eventually change, but the pillars and expectations of the program will be sought after in whatever ELA program is selected.