

**Student Selection:** Describe your two-step process for selecting Title I students. (1) How is the pool of educationally disadvantaged students identified? (2) 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. **NOTE -- be sure to attach the forms.** 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.

**Same** *In the spring, classroom teachers complete the "Title One Alternative Ranking", which ranks the students according to their reading/language arts abilities. The bottom 40% of teacher list is considered for Title One Services. A reading level is determined for these children using either a DRA or Informal/Analytical Reading Inventory and Fountas and Pinnell Reading Assessment. The assessment used to establish reading level is done by professional staff (including the Title One teacher).*

*Points are assigned for the assessed reading level as well as for the degree of need designated by the classroom teacher. The total of the two scores determines eligibility for title One. The final decision is determined by a team.*

*First grade selection is based on the results of Fountas and Pinnell as well as other appropriate subtests. All students receive the Observation Survey and students are chosen by team recommendation based on the results of the evaluation and classroom teacher input. However, since there is a Reading Recovery program separate from Title One, students are chosen for Title One from the first grade only if they are not receiving Reading Recovery in the school-funded Reading Recovery program.*

*If children enter the school during the middle of the school year, their eligibility will be determined using the same criteria as above. All migratory and/or homeless children are automatically eligible for Title One assistance at any time. This population is coordinated by the Student Assistance Program Coordinator, which meets their needs. SAU 35 handles that program in coordination with local officials.*

**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.

*The primary reading program of Title One students is supplied by the classroom teachers and is taught as a regular part of the classroom teachers' curriculum. Title I services are supplemental to the classroom program and do not include non-title I students.*

**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. (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. (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. (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.)

*Title I instruction is focused and enhanced in order to accelerate progress. Research-based strategies are used to improve achievement of Title I students. Title I curricula works toward reaching standards set in the NH curriculum frameworks. The quality of the program enables students to accelerate learning, using high quality curricula and providing focused learning through more individualized attention. Through careful scheduling and ongoing communication with classroom teachers, students avoid missing direct instruction from*

*the classroom teachers during the time they are attending Title I. For instance, students may be schedule during independent work time, silent reading time, or before the day's formal instruction begins.*

*Reading is taught with the use of high quality literature, including good books and magazine articles (such as from World Magazine.) Emphasis is on reading for meaning, which is one of the components of the new law "No Child Left Behind", and the goal is fluency, especially at their independent level. An attempt is made to keep the child at the "high edge" of what they know, in order to get maximum growth (the "proximal zone of development"). All components of comprehension are addressed, including inferencing, main idea, details, etc.*

*Another goal is to improve their vocabulary using words from the context of their reading. Decoding is taught through word analysis and study. It is taught through both reading and writing. It utilizes breaking words into syllables and into phonemes, as well as learning patterns and word chunks such as "-tious". The above-mentioned strategies are incorporated into instruction a minimum of 1½ hours per week.*

**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?

*Regular feedback is given to parents regarding student progress as dictated by school policy. Meetings may be scheduled at any time, but are regularly scheduled on school-wide parent-teacher conference days. Information regarding the "Parent's Right to Know" will be disseminated in the fall through a statement included in the Parent/Student Handbook, which is distributed at the onset of each school Year. Title One parents also receive progress reports that are sent to them along with the student report cards. They are given copies of the "Parents Make a Difference" newsletter and/or calendar whenever it is received. Parents are invited into the school for special events, such as Poetry Night, which was coordinated by the Title One teacher with assistance from the school's Librarian. Parents are also invited to the school to register their child into Title One, at which time a full explanation of the Title One program and policies are given, including the Parent Involvement Policy and Parent Compact. Parents are further invited to make suggestions, help plan, review and help improve the Title One program and Parent Involvement Policy at the end of each year. Parents are requested to give additional feedback through the Parent Questionnaires sent to them at the end of the school year.*

Describe how parents and community are involved in the planning, review, and improvement of the Title I program

*Parent and community members are involved in the planning, review, and improvement of the Title I program in several ways. We send home an evaluative questionnaire at the end of the school year and encourage parents to evaluate the program and suggest improvements or changes. During parent teacher meetings we encourage a dialogue to help create the best program for each student. We continually adjust the program to meet the needs of the children.*

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

*Parent and community members are involved in assessing the effectiveness of our parent involvement policy, parent activities and the Title I program as a whole in several ways. In the beginning of the year we set up meetings with parents and community members to explain the program. We invite parents and community members to come to the school's fall open house. At these meetings we describe the Title One Program, describe and review the Parent Involvement Program, explain activities they can do at home to help their child in reading, and elicit suggestions from them on ways we can cooperatively work together to enhance their child's education in reading. We send home an evaluative questionnaire at the end of the school year and encourage parents to evaluate the program and suggest improvements or changes.*

Assure that each school has a school-parent compact and that the district and each school have a Title I Parent Involvement Policy. **A copy of your compact and both District and School Parent Involvement Policies must be submitted annually.**

*Lafayette Regional Elementary School Title One Program maintains both of these.*

How and when are parents provided information about the program, including participation in professional development activities and training to help them teach their children?

*Parent Involvement is continuous throughout the school year. In the fall, parents are invited to school to understand what is involved in the Title One program and what is expected of them as parents to support the program when they sign their child up. While there, parents are made aware of the Parent Involvement Policy and are given the Lafayette Regional Elementary School Title One Parent-School Compact. In the spring, parents are invited to make suggestions and/or changes to this policy. At present, we do not have enough money in our Title One Allocation to provide additional professional development activities and training for parents to teach their children. As explained above, we provide parents with activities they can do at home to help their children in reading any time we are meeting with them: open house, Title One parent meetings, and Title One annual meetings.*

*Parent contacts occur very often, sometimes planned, many times they just happen as most parents feel extremely welcome at this school and come in very often. Family Reading Night is an annual, large scale undertaking to allow for parents to have fun doing reading activities with their child. This is very well attended. Last, but not least, is the Title One celebration at year's end.*

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

*If needed, parents are referred to other agencies for support in literacy training, such as the Adult Tutorial Program in Littleton, NH (for GED info), Granite State College and White Mountain Community College.*

What are your plans to comply with the "Parents Right-To-Know" requirements in the law?

*The Parents Right to Know policy letter is included in the Lafayette Regional Elementary Parent-Student Handbook that is sent home with all students at the beginning of the school year.*

If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, nonprofit school? N/A

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

*We actually hold 2 annual meetings, one in the beginning of the school year where we describe the program, the selection process, review the parent involvement policy, and the Reading Parent-Child-School Compact. We also invite parents to supply suggestions on how we can help them help their children with math and reading assistance.*

*The second annual meeting is held at the end of the school year along with our End of the Year Celebration. In addition to the ceremony and celebration, parents fill out questionnaires to provide evaluative information of the program's success and to provide information to better the program. The Title One Teachers and School Principal are responsible to insure that these meetings take place (although, The Lafayette Regional Title One Parent Involvement in Education Policy also insures that these take place).*

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

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

*Title One Family reading night includes the entire school's population. Title one personal attend and participate in grade level open houses at the beginning of the year. All parents are invited to take part in the parent information lending library, including books, dvd's, cd's and magazines and articles available for them on many parenting issues including helping their children achieve academically.*

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

*We have made parental involvement a priority. In the beginning of the year we start with an open house. We have allocated a portion of our IDEA grant to train parent educators and fund the parent information lending library. Lafayette Regional Elementary School has an extremely high degree of parent involvement. We invite parents and grandparents to lunch on a regular basis. Teachers have many parent-teacher conferences.*

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

*We have a questionnaire to give to parents to determine the language used in the home and provide all written notices in parents native language. We utilize TTY in the case of parents who need help. We carefully edit and wordsmith all documents for understandability. We communicate with parents by phone, written, e-mail, and automated calling.*

**Professional Development:** Describe any professional development activities funded by Title I. Who will participate and how do the activities **support the educationally disadvantaged population?** Include your evaluation component. How do these professional development activities relate to your PD Master Plan?

*All school districts in the SAU combine and integrate monies to help develop the best professional development for each district. Some days are set aside for common themes, such as SAU goals. Therefore, there is a coordinated effort between districts to allocate monies from Title IIA for professional development activities that are common across districts. Unfortunately, with shrinking allocations, there is never any Title One money available for professional development activities. The district will always try and find money to send parents and the Title One teacher to the North Country Title One Conference. Time spent on professional development by the Title One teacher is greater than that which is required by the State of New Hampshire for re-certification. Furthermore, the Title One teacher is observed and evaluated by the Principal, and an official evaluation provides feedback to the Title One teacher. The Title One teacher is a high quality educator, certified by the State. Paraprofessionals are currently not hired to deliver Title One services at Lafayette School.*

**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.

**Same** *Coordination with the Regular Classroom for instructional planning is ongoing. Meetings are held with each classroom teacher in order to discuss students' needs and how these needs can best be met. Meetings occur before students begin their Title I schedule in the fall and on a regular weekly scheduled basis thereafter (see schedule in Title One room). In the spring, teachers are asked to give feedback on the program on the 'Questionnaire for Classroom Teachers.' Additionally, relevant information such as assessments, questionnaires, and progress reports are kept on file.*

**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).

*Discussions are held with members of the Special Education department regularly. Students identified for Title One services who are also served by programs for migrants, homeless, special needs, ESL, etc., are included in the regular classroom program. Title I services are then coordinated through regularly scheduled meetings and students are selected in the same way as for #1 above. The Student Assistance Program coordinator at SAU #35 coordinates homeless and migrant services. This person oversees any things that students might need regarding school needs, health needs, or whatever the parent might need. Students are discussed with the Special Education teachers in order to reduce duplication and fragmentation and increase collaboration between the programs. When appropriate due to need or services currently being offered, the Title One teacher attends mini-Special Ed meetings and formal Special Ed meetings with the full team.*

**Instruction by Highly Qualified Staff:** If you have staff that are not certified teachers, describe the supervision model that is in place to ensure that instructional planning and evaluation is done by a NH certified teacher. Include your plans for assisting your Title I teachers and paraprofessionals to meet the **new** required standards.

*Lafayette School only hires certified, high quality teachers. All Lafayette teachers are certified with the State of NH. Individuals who do not meet the minimum hiring standards required for Title One positions will not be hired. This is ensured by our District's hiring policies that are run by the administration.*