

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.

The Blue School teacher rank orders her students from the highest to lowest on the Title One Alternative Ranking Sheet and Teacher Recommendation Sheet. Then a Title One Student Referral Process worksheet is made out for each student in the lower 40% of the class. This information is transferred to the Title One Student Selection Summary Sheet. In the fall: points are assigned based on the most recent test results (DRA and Everyday Math Unit Tests). These points are added to the points from the spring alternative ranking sheet. These are then compiled to find the total checklist points. The total is recorded on the Student Selection Summary Sheet. With this information available, the Blue School teacher will determine the most educationally disadvantaged students - those who would benefit most from the Title One program. All new students entering during the school year are assessed to determine their math and reading levels and are included in the pool of students using the above criteria. Homeless and Migrant students are included in the pool of students. No discrimination is shown on the forms.

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

The Landaff Title One program is in addition to the Title One students' basic program. The Title One teacher works directly with Title One students thereby increasing teacher/student contact time. Our instructional support model improves the achievement of educationally disadvantaged children in a learn-by doing, problem solving, and language-rich setting. By providing many hands-on experiences and using visual models, students invent, understand and remember important math concepts. Mathematical thinking is promoted as children investigate problems. Students develop the belief that they are mathematicians and that they have the ability to reason and solve problems. Because our support model is not based upon merely memorizing rules and procedures, our students discover that mathematics makes sense, is logical, and is enjoyable. The underlying spirit of our model is a caring, loving environment that is non-threatening. Our children respond and mathematics abounds. All Title One students receive help in phonological awareness, phonics, vocabulary, fluency and comprehension. This will be done in small groups. Students receive their regular instruction from the classroom teacher and additional, supplemental instruction from the Title One Teacher (for one hour per day, four days per week).

The Title I Teacher presents a different approach to the same topic for each student. When services are provided in the Title One classroom, topics are pre-taught; other topics are reinforced using manipulatives. This allows the students to create their own learning. Good teaching strategies for Title One students are also good teaching strategies for all 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.)

Every bit of research in the book RESEARCH IDEAS FOR THE CLASSROOM: EARLY CHILDHOOD MATHEMATICS edited by Robert Jensen supports the strategies included in the Every Day Math programs that are used in the Title One program. The curriculum is consistent with the National Council of Teachers of Mathematics Curriculum, and Evaluation Standards for School Mathematics. Effective strategies for improving achievement of children involve hands-on completion of activities, then transitioning from concrete to abstract. Participation in group situations, as opposed to one on one, provides opportunities to learn from their peers as well as working through the task for themselves. Implementing math across the curriculum, such as the integration of math and literature extends the students' math awareness. This occurs in other subject areas as well. These strategies help Title One students reach the standards set in the State's curriculum frameworks. Title One students are removed from the classroom on a needs basis. These times are scheduled individually with each classroom teacher taking into consideration what is scheduled in the classroom at that particular time. It is always during an independent activity that the students could complete at another time on their own either in school or at home. These times are never during direct instruction. The Landaff Blue School Title One program is in addition to the Title One students' basic program. The Title One teacher works directly with Title One students thereby increasing teacher/student contact time. Our instructional support model improves the achievement of educationally disadvantaged children in a learn-by doing, problem solving, and language-rich setting. By providing many hands-on experiences and using visual models, students invent, understand and remember important math concepts. Mathematical thinking is promoted as children investigate problems. Students develop the belief that they are mathematicians and that they have the ability to reason and solve problems. Because our support model is not based upon merely memorizing rules and procedures, our students discover that mathematics makes sense, is logical, and is enjoyable. The underlying spirit of our model is a caring, loving environment that is non-threatening. Our children respond and mathematics abounds.

All Title One students receive help in phonological awareness, phonics, vocabulary, fluency and comprehension. Students receive their regular instruction from the classroom teacher and additional, supplemental instruction from the Title One Teacher. Group instruction is clarified or the Title I Teacher presents a different approach to the same topic. When services are provided in the Title One classroom, topics are pre-taught; other topics are reinforced using manipulatives. This allows the students to create their own learning. Good teaching strategies for Title One students are also good teaching strategies for all students.

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?

Landaff Blue School is a very small school – perhaps the smallest in the State of New Hampshire! We are basically one of the last one-room type school houses in New England (and are very proud of that). We have almost daily contact with the parents of each of our students. Therefore, Parent Involvement is continuous throughout the school year. Every Title One parent is invited to school to understand and discuss 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. At this meeting they also help to review and assess the Landaff Title One Program. They are given the Landaff Title One Compact and asked to sign it and have their child sign also. The Parents Right To Know policy letter will be sent home with all students at the beginning of the school year. Progress Reports go home quarterly. Parent conferences are scheduled for all students throughout the year. Parents are updated on the status of their child, given suggestions on ways to help, and given an opportunity to ask questions. Parent contacts occur often, some planned, many times they just happen as most parents feel extremely welcome at this school and come in very often. At the last parent meeting of the year, the teacher reviews the Title One program and solicits input from the parents about changes and planning for the next school year..

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?

Each school is responsible for its own Staff Development program. Each school has identified LEIP goals and each staff member works on those goals in conjunction with the school staff. There are also eight staff development days put aside for either SAD set aside goals or building goals. Each staff member is also responsible for meeting their own required hours set towards recertification. The following are places where some of the staff development takes place: Granite State College; White Mountain Community College; Plymouth State University; Conventions; whatever staff development opportunities are available. Each Title I staff will be offered opportunities for further staff development with district funds, though there is not enough money in our Title I allocation to fund anything. Staff is also offered an opportunity to present or attend the

North Country Title One Conference. Each school's staff development program is evaluated yearly by the principals and superintendent.

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.

There is collaboration with the Blue School Teacher/principal (per SPED), as there may be students requiring both services. Scheduling is arranged, so services are not overlapped in the same classroom whenever possible. The Title One teacher will attend pre-referral meetings and will be involved in 504 meetings and plans. The Student Assistance Program coordinator at SAU #35, Mary Coleman, is in charge of the Homeless and Migratory services for all students coming into the schools. She sees to their educational, physical, psychological and social needs. Parents are also presented to the Student Assistance coordinator and she cares for their needs as well. The SAU has endeavored to collaborate on curriculum so that students might be prepared for smooth transitions from school to school.

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).

There is collaboration with the special education department, as there may be students requiring both services. Scheduling is arranged, so services are not overlapped in the same classroom whenever possible. Title One staff attends pre-referral meetings and is involved in 504 meetings and plans. The Student Assistance Program coordinator at SAU #35, Mary Coleman, is in charge of the Homeless and Migratory services for all students coming into the schools. She sees to their educational, physical, psychological and social needs. Parents are also presented to the Student Assistance coordinator and she cares for their needs as well. The SAU has endeavored to collaborate on curriculum so that students might be prepared for smooth transitions from school to school.

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.

The teachers at Landaff Blue School are all certified, highly qualified teachers. The Title One Teacher is highly qualified to teach the math and reading students at The Landaff Blue School.