

Title I, Part A

Targeted Assistance School Plan

A narrative addressing all required components must be submitted with this application.

Student Selection

Describe your process for selecting Title I students.

(1) How is the pool of educationally disadvantaged students identified?

Using the components listed below for each grade level, a system is designed so that all students in the school can be rank orders equally within each grade level. Selection is prorated throughout the school year.

For Kindergarten

Preschool Screen Survey

AIMESWEB/ Literacy Collaborative Benchmarks

Letter Identification

Writing Name

Hearing Sounds in Words

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered.

For Grade 1

Literacy

AIMESWEB/ Literacy Collaborative Benchmarks

Letter Identification

Duncan Word Test

Concepts about Print

Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

(The goal of Kindergarten is to reach level C by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

Mathematics

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered.

For Grade 2

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

(The goal of grade 1 is to reach level I by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

MATHMATICS

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

For Grade 3

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

Benchmarks

(The goal of grade 3 is to reach level P by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

MATHMATICS

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

For Grade 4

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

Benchmarks

(The goal of grade 4 is to reach level T by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

MATHMATICS

AIMESWEB/Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

(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. 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 not acceptable.

Based upon the information collected with the assessments listed above and the information provided by teachers, the selections of students are made bases upon the greatest need. This is indicated on the grade level lists. As can be seen, multiple measures are taken to ensure proper selection. Selection continues throughout the year, as students discontinue and others show an indication that there is a need. Selection throughout the year is based upon criteria that all children are evaluated (Running Records/Benchmarks, NWEA, etc.)

Homeless and migrant students are assessed and included immediately. The goal is to serve the bottom quarter of each class. Special Education, grade level assistant teachers, or the Reading Department staff provides for any child needing services that cannot be met by Title I because of personnel or scheduling restraints.

Supplemental Support

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

Title I provides supplemental instruction only when regular education teachers are not providing direct instruction during the Literacy Block (2 ½ Hours) and Math Block (1 ½ Hours) within the regular classroom. In grades K-4 students are served for 30 minutes, 4 days per week. Time of this instruction occurs when other students in the classroom are involved in Managed Independent Learning. This is also the time when the classroom teacher conducts guided reading groups on a rotating basis. Title I students are included in these groups. After meeting with the Title I teacher, the students merge back into the classroom rotation.

Highly 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.

The Gilford Elementary School's Title I Program bases its instructional model on evidence-based practices rather than "program". The model used by Gilford Elementary is the Literacy Collaborative. This is a professional development model that gives our teachers, including Title I staff, current researched and evidence-based practices to incorporate into instruction. Each year our Primary and

Intermediate Literacy Coordinators as well as all teachers including Title I teachers, and other specialists, administration and support staff receive 20 staff development hours of training.

The Literacy Collaborative components address the Grade Level Equivalents (GLE's)

Title I Reading lessons are broken into three major components that are complementary and interrelated. These are Reading, Writing, and Word Work. The Math Title I lessons are based on the students needs. The needs are determined by the Add+Vantage Assessments and teacher observation.

The Title I teachers begin the lesson by having the students participate in a familiar Guided Reading. This text gives the students just enough challenge to begin to apply learned skills and strategies independently (90-94% accuracy). At this time the Title I teacher may take a random Running Record on a student.

Word Work is another component. The Title I teacher provides a mini-lesson on a specific phonics skill or reading strategy. In the early grades, the student s participates in phonemic awareness activities.

The last component in the lesson connects the Reading and the Word Work components by application in the form of Writing. Students are asked to respond to the text or practice aspects of the instruction. In coordination with classroom instruction the 6-traits model for writing is used.

Assessment in the form of running records and observation notes are made to inform the Title I teacher's instruction and used when they confer weekly with the classroom teacher. The Title I teacher is given the results of any Specialist's testing. Recommendations are incorporated into Title I lessons.

Take Home Books are provided so the home/school connection is supportive of the child's needs and appropriate level.

In planning lessons, Title I teachers confer with the classroom teacher. With their focus in mind for students, Title I then proceeds to make sure their instruction support that focus and adheres to practices evidences in scientific research as exemplified below.

Phonemic Awareness

Title I teachers use the screening done by the GES Speech Pathologist of all incoming Kindergarten students to determine student's phonemic awareness. Using the results of the Observation Survey's Letter ID, Hearing Sounds in Words, and the Literacy Collaborative's dictated sentences, individual needs can be determined.

A sample listing of the types of activities used to teach phonemic awareness in the Gilford Elementary School Title I program include:

- Kindergarten students are taught 1:1 correspondence, matching, and the "Alphabet Song". These three components will enable students to locate and distinguish the letter/sound independently.
- Individual alphabet books
- Language and Word Play including poetry, onsets and rimes, like and different, blending, and syllables...
- Read Aloud with repetitive parts and language patterns...
- Shared Reading including songs, rhymes, and alliteration...

- Guided Reading to notice miscues ...
- Word study mini lessons and modeling...
- Listening to stories...
- Interactive writing by saying the sounds slowly...

Phonics

The Title I teachers review the results of the Observation Survey's Letter ID and Hearing Sounds in Words to help identify students needs. Running Records inform them of the effective or ineffective use of phonic. The error analysis of reading testing done by a Specialist is shared with the Title I staff.

A sample listing of the types of activities used to teach phonics in the Gilford Elementary School Title I program include:

- Shared Reading to help solve words...
- Interactive Writing, Independent Writing, and Guided Writing...
- Mini-lessons
- Read Aloud
- Applying sound-letter knowledge in Guided Reading and Independent Reading

Vocabulary

Informal discussion with students including those related to prior knowledge or reading passages helps the Title I teacher to identify areas of strength or weakness. Specialist testing results, especially that of the Speech Pathologist and the Reading Specialist is shared with the Title I staff.

A sample listing of the types of activities used to teach vocabulary in the Gilford Elementary School Title I program include:

- Word Study mini-lesson and modeling...
- Guided oral reading...
- Independent reading...
- Interactive read aloud...
- Shared Reading...
- Interactive, Independent, and Guided Writing...

Comprehension

Discussion before, during, and after reading give insight into the students understanding of the text. During an oral reading, the Title I teacher can assess whether the child applies the strategy" that makes sense" with an unfamiliar word or concept in context. Specialists' testing results can help inform the "types of comprehension" that need to be addressed with the student.

A sample listing of the types of activities used to teach comprehension in the Gilford Elementary School Title I program include:

- Direct instruction...
- Modeling...
- Read-Aloud...
- Shared Reading...
- Guided Reading...
- Independent Reading...
- Use of Bloom Taxonomy of questioning techniques...
- Interactive, Independent, and Guided Writing...

Fluency

The Title I teachers, in coordination with the classroom teacher informally assess when a reader can automatically recognize words and group words to gain meaning. Title I teachers look for oral reading to sound effortless and expressive.

A sample listing of the types of activities used to teach fluency in the Gilford Elementary School Title I program include:

- High frequency word recognition...
- Word Study...
- Listening vocabulary activities...
- Read-Aloud...
- Shared Reading...
- Guided Reading...
- Independent Reading practice...

In addition to the five components above, the Title I staff incorporate Writing Fluency as the third component of the Title I lesson. 6-Trait Writing components are modeled and practiced.

(2) Describe the curricula you have chosen to support your Title I. 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.

Each year, the GES staff and Title I personnel review the strengths and weaknesses reported by assessments given to each grade level. An action plan to address issues and continue quality practice underlying achievements is developed within the frameworks. All the points listed below contribute to accelerated and high quality curricula that are included within the GLE framework.

1. Title I immediately assesses and enrolls any homeless or migrant student whose name is given forward.
2. Title I’s goal is to provide supplemental instruction so that those enrolled meet the “average” of their class as soon as possible. On that achievement, students are discontinued, but continue to be monitored.
3. Lower grades are targeted in order to make the greatest overall impact on student achievement.

4. Instructional time is increased by providing 1:1 or small group (no more than 4) instruction and is in addition to classroom teacher instruction.
5. All instruction is based upon scientifically proven strategies and challenging academic content as described above.
6. Quality instruction is promoted by including the certified Title I teachers in all staff development offered through GES. They meet regularly with the Title I Project Manager and Reading Specialist and are provided with additional professional development opportunities.
7. Title I personnel are included in the "Resource Team" meeting times for their students. All services are coordinated through this group and the Title I Project Manager record all student services on a spreadsheet.
8. Title I Parents are invited to participate in the "Take Home Book Program", workshops sponsored by Title I, the VSC and the PTO.

The Title I purpose and intent of the accelerated, high quality instruction is to give each student a solid foundation in the reading/writing process. Our goal is to equip each child with skills and strategies that will lead them on the road to becoming independent readers and writers and be able to use math in their everyday life. This model is based upon the components outlined above in the "High Quality Instructional Strategies".

(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 School, but it is a priority for all Title I schools.)

Parents Involvement

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

Each year the Title I grant application incorporated the feedback received from the evaluation by parents, classroom teachers, Title I teachers, and administration.

The packet of information send home with all students at the beginning of the year includes the student handbook which included the "Parent's Right To Know".

Each year the Title I Project Manager gives on overview of the program at the "Parent Orientation" meeting in September. The Title I Project Manager and the Title I staff are available to meet with parents during the Open House in the fall to discuss the components of the program and answer any related questions. Parent's suggestions are noted and incorporated whenever possible. As previously mentioned. Parent Surveys are distributed at the end of the year. Suggestions from parents are imbedded within this grant application.

Parents, students, and teachers sign a copy of the "Student/Parent/School Compact" that outlines cooperative assurances. The compact describes the school, parent, and student responsibilities for instruction and learning. As noted on the compact, a parent and student also edit the document.

Parent/teacher conferences are attended by Title I personnel. Written reports and a skill/strategy checklist accompany the report card. Local and state assessment results for the individual and school are discussed at the parent/teacher conferences. This includes, but is not limited to state testing, Running Records and Benchmark testing. Observation Survey, Preschool Screen, and the NWEA's Measure of Academic Progress (MAP). Any questions that cannot be explained by the classroom or Title I teachers are referred to the Reading Specialist and/or Title I Project Manager who also serves as Test Coordinator for the school.

Title I offers workshops for parents in helping their children to learn to read and understand the important math strategies. Parents are also invited to sit in on Title I lesson. Phone calls and notes are an integral part of the Title I Parent /Teacher connection.

Attached: "Program Overview" A45

Attached: "Parent Survey " B45

Attached: "Permission to Participate" A46

Attached: "Parents Right to Know" A47

Attached: "Gilford Elementary School's School-Parent-Student Compact" A48

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 components. How do these professional development activities relate to your PD Master Plan?

Professional development activities funded by Title I are available to Title I staff working with Title I student and Title I administration. As coordination and cooperation help to not fragment student learning, so can coordinated and cooperative learning for the Title I staff.

Title I personnel are included in all GES or district wide in-service workshops. They have the option of participating in any graduate level course offered at the school through the "professional Development School" agreement that Gilford Elementary holds with Plymouth State University. Title I staff, as well as all staff, participate annually in the 20 hours of continuing in-service training provided at both the Primary and Intermediate levels. All of these activities support the Title I students as they do not supplant, but supplement, the regular classroom instruction, thus learning is not fragmented.

Title I teachers are observed in announced and unannounced setting by the Title I Project Manager, the Reading Specialist and school administration. They receive a written evaluation that includes all the components used for all staff at Gilford Elementary School. The Title I Project Manager and the administration review this with the teacher in a formal setting. Title I teachers are required to submit a plan for staff development leading to recertification every three years.

All staff development activities for Title I and other staff are directly linked to both the District and School Building goals and priorities. Our goal is to maintain a high level of qualified Title I teachers.

Whenever applicable, parents will be invited to participate in staff development initiatives. This will increase the parents understanding of programs and practiced used by the staff for student instruction. It will also facilitate the connection to help insure that student learning is supported by all those concerned and in not fragmented. As we continue to enlist the cooperation of parents through appropriate programs, our goal is that student achievement will be enhanced. Programs such as the components of the Literacy Collaborative, Integrated Instruction Model, and Differentiated learning are examples.

Attached: "Gilford Elementary School 2008-2009 School Priorities and School Goals 2008-2009" A35

Attached: "Gilford School District Strategic Plan including Vision, Beliefs, and Goals" A36-A44

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.

Due to new step GES is taking each grade level will be assigned a Title I teacher. Coordination with classroom teachers through "team meeting", which occurs 3 times a week for a half hour. These meeting are a general policy and produced at Gilford Elementary School. At this time Title I teachers and classroom teacher collaborate on times that the Title I teacher can support their Title I students during non instructional times and review of assessments results.

Each team leader at Gilford Elementary School document attendees at these meetings.

Collaboration with Other Programs

Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, housing programs, vocational and technical education, and job training.)

The classroom teacher records her plans on a Title I "Instructional Program" indicating the skills, strategies, and materials that will be used for the upcoming week each Friday. Instructional reading levels, comments, and other observations regarding specific students are noted. The Title I teacher then develops plans to supplement the classroom teacher's focus. These sheets are then returned to the classroom teacher each Thursday for the next week's lesson plans. These "Instructional Program" sheets are maintained in a folder. This also includes anecdotal notes by the Title I teacher. Attendance records for each child are recorded so that absenteeism is considered when learning is affected. Information gathered here is used in reporting to and conferring with parents. Cooperative planning and conferencing occur between the classroom and Title I teachers each week during a common planning time.

Weekly "Resource Team "meetings occur. Members of this team are the Title I Project Manager/Director of Student Services, Reading Specialist, Special Education teachers, the Speech Pathologist, a Guidance Counselor, the school nurse and Integration Specialist. This group acts as an advisory board to teachers who have concerns about students and offers directions for intervention.

Instructional recommendations, testing recommendations, testing results, and student work are reviewed, and referrals are done if needed.

The Title I Project Manager is responsible for developing a spreadsheet that indicated the names of Title I students and other services that child receives. Another is used to track all the supplemental literacy services provided to all students at GES including Title I students. It is used to insure that services are not fragmented or duplicated and to insure that the student is receiving the optimal instruction "in" class.

The Title I staff are members of the team that tests incoming Kindergarten students. Student reports from area preschools are reviewed as well as the results from the "Preschool Screen" and observations taken during visitation to the kindergarten in the spring prior to coming to school. Activities for any area of need indicated by testing or observation are sent to parents.

Attached: Instructional Program Form A33

Attached: Attendance Sheet A34

Instruction by Highly Qualified Staff

All teachers and instructional paraprofessionals paid of Title I funds must meet the highly qualified requirements.

Do all applicable staff meet this requirement?

Yes.