

Narrative: Targeted Assistance School Plan

1. 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. 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.

Profile will identify and select educationally disadvantaged students by the following methods: Using the Title One Alternative Ranking Form, teachers from the past year will select students they think might qualify for Title I supplemental support in reading and math. Using the Student Referral list, the Title I teacher will examine the list of students who are performing below the 40th percentile on the NWEA Assessment and IRI. This Referral Sheet encompasses the following areas: Teacher Checklist, GRADE Assessment and Class Standing. Based on the compilation of points, a meeting will be held and eligible students will be chosen to become part of Title I with Parent Permissions. Quarterly progress reports and report cards will also be utilized; as well as Child study team referrals, team meeting referrals, department meeting referrals, counselor/SAP referrals and community referrals (social work and police). Students will be accepted into Title I during the year.

The pool of educationally disadvantaged students is identified based on IRI's and The Grade Assessment. Also, we evaluate using the completion of individual student goals and expressing to others the value of reading based on anecdotal records and observations.

The Title One Teacher administers the IRI's, and meets with the 6th grade teachers to assess student reading and math needs, meet with the reading specialist to analyze the GRADE Assessment test results, ongoing meetings (daily) with middle school teachers to discuss and assess student needs.

We will measure/review and analyze our program's effectiveness by using: a Teacher questionnaire, parent questionnaire, individual student evaluations.

2. 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.

Once a student has been identified as eligible for the Title I program, an individual program is implemented according to the students' requirements and needs. Supplementary support will be offered during guidance time in the 7th grade and computer and IT time in 8th grade.

Team meetings in the middle school are utilized to evaluate the effectiveness of the supplemental support each student is receiving and changes or modifications are implemented when necessary. This happens on a regular basis during team meeting time.

3. 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.)

Only research based strategies for improving the achievement of our Title I students will be utilized. The Title I program will utilize and involve data analyses that will take place on a daily basis. Strategies and skills that will be utilized follow: skills and knowledge to understand how phonemes, or speech sounds are connected to print; the ability to decode unfamiliar words; the ability to read fluently; sufficient background information and vocabulary to foster reading comprehension; the development of appropriate active strategies to construct meaning from print; the development and maintenance of a motivation to read. This of course includes predictions, inferences, metacognition, listening, speaking, and writing, building background knowledge, transferring to the content areas, synthesis and evaluation.

Our math program is a research based program designed to reach students at all tiers and curriculum math goals are aligned to the Common Core States Standards. There is a re-teach component and a diagnostic intervention system which is based on the core classroom topics. These components are used by the Title I teacher to supplement core curricula. 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.

No specific curricula has been chosen to support our Title I students. Any and all supplemental resources will be used to accelerate the high quality of our program and to help students reach the standards set in the state's curriculum frameworks as previously mentioned. The above strategies will be used to help accelerate the students' progress.

It is the custom of the middle school team to provide interdisciplinary units for each grade level throughout the year. This allows for teaming opportunities for teachers. Parents are encouraged to attend. Since we are heterogeneously grouped this will of course involve all Title I students.

Since the Title I language arts teacher meets often with the language arts and mathematics teachers, they will be most aware of the instruction that is taking place. When they works with these students, it will be at a time they are not missing direct instruction for the regular classroom teacher.

4. 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?

Parents are encouraged to stay involved throughout the school year. This is done through several methods, all of which invite the parent to review progress and procedure, and/or submit ideas for improvement.

Profile school has created a user-friendly web page that allows a parent to see all that is pertinent to the students' education. The web page is updated daily and includes such topics as student homework assignment, upcoming Profile school events, course descriptions, extracurricular activities and lunch menus. The Profile web address is <www.profileschool.net>

Several times during the school year the students showcase various classes with planned presentations. Profile School sometimes hosts a math/science night, the social studies department puts on a Wax Museum and Famous person puppet display, portraying famous people and events in history. Profile School hosts a Wellness day and invites the parents to attend as well. Motivational speakers have spoken to the student body and parents about such topics as self respect, drugs and alcohol and positive role modeling. Profile school also invites the Grafton County House of Correction, whereby inmates speak to the students and parents about their experience in prison.

Parents in need of literacy training are referred to other community based services such as Granite State College or White Mountain Community College.

5. 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: White Mountain Community College; Granite State College; Plymouth State University; Conventions; whatever staff development opportunities are available. Each Title I staff will be offered opportunities for further staff development through local funds. Staff is also offered an opportunity to present or attend the North Country Title One Project Managers' Conference.

6. 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.

The Profile Title I program coordinates with several programs that assist with working with special populations that exist within Profile school.

The Special Education department provides a Resource Room whose main objective is to provide additional individualized tutoring support for all students with IEPs, those students who are identified at risk in reading and math, and students who have not successfully completed the previous year in school.

Profile School incorporates a Reading Specialist that provides additional support in conjunction with the student's English class. An additional Language Arts teacher is significantly crucial to support the population of homeless and migratory families.

Profile School is able to offer drug and alcohol counseling to the at risk student population. Teachers, the school nurse and administration make referrals for this supplementary service. This position provides the regular Title I student, homeless and migratory student with additional supports through individual counseling and support services.

7. 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).

As stated in the McKinney-Vento Homeless Assistance Act, section 721 subtitle B, "Each state educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate education as provided to other children and youths."

Through local social service agencies, homeless families are offered timely temporary housing within the Profile School District. This allows the guidance department the ability to create a cohesive educational plan for the homeless student. Primary contact is done through the Profile school guidance office at which time a meeting is set up to coordinate an educational plan with the family, student and social services.

Profile School offers a free and reduced lunch program to the indigent and disadvantaged within the school district. Money has also been set aside for homeless students that might need some help during the year. No student is ever denied access to the Title I program. Migrant students are afforded the same program as previously detailed in the aforementioned paragraph. No student is ever denied access to the Title I program.

8. Instruction by Highly Qualified Staff: Include a narrative that ensures that individuals who do not meet highly qualified requirements will **not be hired for positions paid out of Title I Part A funds.** Please describe the district's plan to ensure that:

1. all teachers teaching within the school district are "Highly Qualified" ; and
2. all applicable paraprofessionals meet the "Highly Qualified" requirements.

Profile School hires certified, highly qualified teachers. Individuals who do not meet the minimum hiring standards required for Title I positions will not be hired. This is ensured by our district's hiring policies/procedures, which is run by our administration. As per Profile School contract and Title I, teachers are

eligible and required to complete staff development hours for continued employment. All Title I Professionals meet often with the Project Manager during monthly meetings. They are also observed and evaluated by the school administration up to three times a year depending on the circumstances, i.e., new teachers will receive three observations; second and third year teachers, two observations; tenured teachers, one. Impromptu visits are also done during the school year to ascertain the smooth running of the program.