
Provision 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.*

Step 1: Identification of the pool of educationally disadvantaged students

Includes the following criteria:

- a. Students who fall into a below-average group on a class-ranking sheet, as recommended by a teacher.
- b. Students who score below grade level on the Statewide Assessment System (SAS) assessments.
- c. Students scoring below grade level on the iReady assessment.
- d. All students enrolled in the previous year's Title 1 program and transfer students with records of Title 1 participation.
- e. Students who've been recommended by a parent, teacher, or the Student Intervention Team will be considered.
- f. Qualification for the Title 1 Summer Program will be determined using the sum of the reading and math scores, with a qualifying point value of 6 of 13 possible points (as detailed below).

Step 2: Selection of Neediest Students:

READING

- a. The pool of low achieving students in a grade level is ranked based on a 6.5 point system.
- b. Teacher recommendation, retention, and SIT referrals for academic concerns will be considered in the selection process.
- c. Point system:

Grade	SAS	iReady	Teacher Recommendation	Prior Intervention (students enrolled in T1 the previous year)	Qualifying Points
4/5/6	Level 1: 2 Level 2: 1 Level 3+: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	High: 2 Low: 1	Yes: 0.5 No: 0	3 of 6.5
7/8	Level 1: 2 Level 2: 1 Level 3+: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	High: 2 Low: 1	Yes: 0.5 No: 0	3 of 6.5

MATH

- a. The pool of low achieving students in a grade level is ranked based on a 6.5 point system.
- b. Teacher recommendation, retention, SIT referrals for academic concerns, etc. will be considered in the selection process.
- c. In the event of a "tie"...
- d. Point system:

Grades	SAS	iReady	Teacher Recommendation	Prior Intervention:	Qualifying Points
4/5/6	Level 1: 2 Level 2: 1 Level 3+: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	High: 2 Low: 1	Yes: 0.5 No: 0	3 of 6.5
7/8	Level 1: 2 Level 2: 1 Level 3+: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	High: 2 Low: 1	Yes: 0.5 No: 0	3 of 6.5

Homeless and migratory students will be assessed for inclusion in the Title I Program using the same criteria as those established for transfer students. Slots will be reserved/open for these students throughout the school year.

Provision 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.*

The Title I program for students in grades 4-6 is a reading and mathematics program. Title I tutors at IHGMS provide supplemental support with a pull out model. All support is in addition to regular classroom instruction in reading and/or mathematics. Students in grades 4, 5, and 6 receive Title 1 instruction during the school-wide RTI block. This block of instruction is designed to provide students with a time to receive additional instruction or opportunities for review of targeted skills based on assessment results and student grades. It does not interfere with any regular education classes.

The Title 1 program for students in grades 7-8 is a reading and math program that occurs on a rotating schedule during school-wide LAB time. This block of time is also scheduled in addition to students' regular education classes.

Provision 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.)*

Students in grades 4-8 are usually supported in reading using the Phonics for Reading, Ready Reading, and Leveled Literacy Intervention (LLI) programs. Use of these programs depends on student achievement and grade level. In addition to these programs, foundational reading skills are taught and practiced using a systematic scope and sequence and a variety of manipulatives. This instruction, which would include additional support in phonological awareness and phonics, is provided on an as needed basis and differentiated to target specific areas of weakness.

4th through 8th grade students will be supported with math interventions that are teacher selected and designed to address specific academic needs based on the results of their most recent iReady assessment. Mathematical concepts are taught and reinforced in multiple modalities, including tactile and auditory approaches. These approaches include a focus on modeling and frequent use of hands on manipulatives.

To further develop reading and math skills in a way that increases student motivation, additional games and technology based resources are also used.

Tutors and teachers are given information about the structure of the Title 1 schedule and how to use the Title 1 time with the remaining students so that Title 1 students are not missing instructional time with the teacher. This information is given at the first or second faculty meeting once a year and is provided to new hires (tutors and teachers). Title 1 teachers use the research based programs listed above to provide additional direct instruction that is differentiated to target specific areas of need using an explicit, systematic scope and sequence to accelerate their learning. The scope and sequences of these programs align with the grade level curriculum and are designed to provide students with the instruction and support needed to meet grade level expectations.

Students in the Title 1 program receive additional extended learning time in multiple ways. Students in the Title 1 reading program are provided with access to a library of texts that they sign out on an ongoing basis. These texts can be read in the classroom with the classroom teacher and re-read during silent reading time.

Provision 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 included in the planning, implementation and evaluation of this grant by participating in an annual parent survey that allows them to provide feedback on all their experience throughout the year. In order to increase parental involvement this school year, a Title 1 information night will be planned to help foster a strong home to school connection between Title 1 staff and families. The purpose of this information night will be to provide parents with information about the program, present the parent involvement policy and educate parents about practices to support literacy and math skills at home. This event will connect with activities that are provided during the beginning of the year Open House event.

Following this event, Title I Staff will continue to be available to meet with parents on an on-going basis. At the conclusion of the school year, Parents will be invited to express their opinions through surveys of the program and invited to take part in revising and improving the parent involvement policy for the following year.

TITLE I PARENT INVOLVEMENT POLICY RAYMOND SCHOOL DISTRICT

A. Parents are surveyed every spring to solicit input into the planning and design of the Title I program (i.e. program effectiveness, parent involvement, and student/staff ratios).

B. The Raymond School District provides the coordination, technical assistance, and other support necessary to assist the Title I program in planning and implementing parental involvement. This may include, but is not limited to use of supplies, computer technology, and meeting facilities.

C. Parent volunteers are encouraged to come in and work directly with students in the classrooms. The district also has an active Parent Teacher Organization at LRES and Parent Core Group at IHGMS, which provides parents with opportunities to get involved in a variety of ways, including attending or supporting school sponsored events.

D. The Raymond School District will send results of the New Hampshire State Assessments and iReady and Acadience (LRES only) assessments to parents at IHGMS. These results may be discussed at conferences and Student Intervention Team meetings with parents, along with other indicators of student progress including work samples and formative or summative classroom assessments.

E. Parents of LRES and/or IHGMS students who are considered for the Title I program receive written notification of their child's placement, in the form of a hard copy sent home with the student and/or Google Form sent to the parents email. Those who are accepted into the program also receive a packet that includes a letter describing our Title I policies and procedures, the parent involvement policy, and parent right to know information. Title I progress reports are sent home three times per year. Title I Staff may participate in conferences

and Student Intervention Team meetings on Title I students. Parents may schedule an appointment with the Title I Staff throughout the year, as the need arises.

F. The Title I program sends home a voluntary Parent Learning Compact, which describes expectations and responsibilities for educators and parents.

G. Title I staff can host or participate in annual book fairs and literacy and math nights, which are attended by both parents and students.

H. Program materials are on display at the annual Open House and Kindergarten Readiness screening sessions. Parents are welcome to visit the school and observe their children participating in Title I activities at any time. The program description pamphlet that is sent home to every Title I parent contains an invitation for parents to visit the program.

I. Title I Staff respond to communications from parents within two working days. If needed or requested, meetings are scheduled within two weeks.

J. Parents whose dominant language is other than English are contacted verbally, in addition to written communication. If necessary, parents may bring an interpreter with them to school.

K. The annual Title I parent survey provides an evaluation of the content and effectiveness of the parent involvement policy. It provides information to aid the Raymond School District and Title I program in designing strategies for school improvement. Parent involvement policies will be revised as needed.

Provision 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 and your district's Technology Plan?*

The Raymond School District provides and implements a professional development program, keeping abreast of recent methodologies to ensure effective teaching and learning in all classrooms and for all students. Staff development money is expended on professional development for Title I staff, as well as for regular classroom teachers. The professional development activities chosen will be aligned with our District Professional Development Plan and with our district goals. All professional development activities are evaluated using a form developed by the district professional development committee and approved by the Raymond School Board.

Provision 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.*

Coordination between Title I teachers and regular classroom teachers is designed to be timely and regular. Assessment results can be shared with Title I teachers to determine areas where increased support is necessary for students' success. Title I teachers and regular classroom teachers provide quarterly reports of Title I students' progress for communication to parents. Teacher plan books, individual calendars, grade level learning team minutes, and school schedules document coordination. Title 1 Tutors provide documentation of content covered to classroom teachers and invite them to provide feedback and suggestions. This is done via email or a Google Document.

Provision 7: Collaboration with other Programs-

Students who participate in both Title I and other district programs are identified, and consultation is made with the other service providers to eliminate duplication. The Title I schedule is designed in coordination with other program schedules and in consultation with classroom teachers and the Grade Level Learning Team to maximize program effectiveness and reduce fragmentation.

Title 1 teachers provide information on Title 1 students or instruction at grade level Professional Learning Community meetings on an as needed basis. Transitions to Special Education programs are adjusted according to the needs of the individual student. The Title I coordinator provides iReady and Acadience results, along with progress report data to facilitate the transition between elementary and middle school for Title I students.