

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Gordie Johnk
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lafayette Regional Elementary School
(As it should appear in the official records)

School Mailing Address 149 Main Street
(If address is P.O. Box, also include street address.)

City Franconia State NH Zip Code+4 (9 digits total) 03580-4802

County Grafton County

Telephone (603) 823-7741 Fax (603) 823-0055

Web site/URL https://www.lafayetteregional.org E-mail gjohnk@lafayetteregional.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Pierre Couture E-mail pcouture@sau4.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lafayette Regional School District Tel. (603) 823-7741

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Luther Kinney
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	5	14
1	5	4	9
2	8	11	19
3	8	5	13
4	11	4	15
5	8	6	14
6	15	9	24
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	64	44	108

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.9 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94.4 % White
 - 4.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2018	115
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Gujarati

English Language Learners (ELL) in the school: 1 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 27

8. Students receiving special education services: 15 %

16 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	91%	91%	98%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

As a community we educate, nurture, and challenge all students to be successful, enthusiastic, lifelong learners who creatively explore, effectively apply, and share knowledge as responsible participants in an ever changing world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Lafayette Regional School provides for the educational needs of students from the towns of Franconia, Easton, and Sugar Hill, New Hampshire, with the population totaling 1850 residents. The school is located in Franconia, which is in the heart of the White Mountains and is renowned for its spectacular scenery and historic significance. Mount Lafayette, which at 5260 feet is the largest mountain in the Franconia Range, provides a backdrop to the school and is said to have been the favorite mountain of poet Robert Frost. The site of New Hampshire's state symbol, the Old Man of the Mountains, is located in Franconia Notch State Park and continues to draw tourists from all over the world. In addition to tourism, the local economy is supported by area businesses such as Polly's Pancake Parlor, Garnet Hill, and a number of hotels and bed and breakfast establishments. Lafayette Regional School students, along with their families and visitors to the area, enjoy swimming in the crystal clear waters of Echo Lake, hiking the 5000+ foot peaks of the Franconia Range, fly fishing in Profile Lake, riding the first passenger tramway in North America up Cannon Mountain, exploring the deep pools and rock formations of the Basin and the Flume Gorge, and relaxing in the peace and solitude of the mountains.

Lafayette Regional School has the good fortune of being situated in a community rich in cultural, natural and economic resources. There is a community of dedicated volunteers whose support of our school is overwhelming. The largest base of volunteer support is provided by the members of the Lafayette Parent Teacher Organization (LPTO). The LPTO is indispensable as its members plan events such as the Recycle Sale where all children can holiday shop for their families; the proceeds are donated to a local charity of the students' choosing. The LPTO funds enrichment activities for all students such as our Artist in Residence, Scientist in Residence, and our Circus residency. We enjoy field trips to local museums, live play performances, science centers, a new playground and sound system upgrades due to the hard work of our LPTO.

Lafayette Regional School highlights our location in the middle of the White Mountain National Forest in myriad ways. Our Outdoor Education Program integrates our English/Language Arts and science curricula as we hike the many mountain trails at our proverbial doorstep. With the help of our many parent volunteers, we are able to take our students hiking in the fall and spring. Observing, researching, and writing about nature offers a high engagement level not often found in the traditional classroom setting. We take the classroom outdoors! Our Winter Program is held on Friday afternoons throughout our cold season. All students sign up for various outdoor activities and learn to Alpine or Nordic ski, snowboard, skate, snowshoe, or go sledding/tubing. Again, every staff member works closely with our parent volunteers to offer a highly engaging and enriching outdoor curriculum in learning an outdoor activity, dressing appropriately for cold New Hampshire winters, and how to stay safe while having fun. Our students write about all of these experiences as well as make videos and teach the younger students about outdoor activities.

Lafayette Regional School made a significant step towards a project-based curriculum some time ago when we hired both an Enrichment Coordinator and a Technology Integration Specialist. These two extremely important staff members collaborate with teachers to bring project-based learning into fruition in each classroom. Individual classroom teachers communicate during our professional learning community (PLC's) meetings and these two specialists then "hone in" on what each project requires, be it technology, research, writing, engineering or a science/math related activity. As a result, kindergartners study sharks and penguins in a much deeper manner as their sense of understanding and engagement level are heightened. Similarly, our sixth graders are challenged by the First LEGO League Robotics tournament that starts each year. The combined resources of our team teaching model guide the students through a series of engineering robotic challenges. The students learn research and presentation skills, how to code, how to learn from mistakes, and how to persevere when problem solving. Our students learn how to communicate, to collaborate, to be creative, and to be critical thinkers through our project based curricula.

Our staff works exceedingly hard in connecting with students to heighten the engagement factor that is so crucial to the learning process. We collaborate with families and our LPTO to provide enrichment opportunities that enhance various curricula areas and expand our students' viewpoints of the world around them. We actually live our Mission Statement: "As a community, we educate, nurture, and challenge all students to be successful, enthusiastic, and lifelong learners who creatively explore, effectively apply, and share knowledge as responsible participants in an ever changing world".

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

One tenet of Lafayette Regional School’s (LAF) philosophy seems particularly salient as we discuss our overall approach to instruction, our commitment to “nurturing life-long learners in an ever changing world.” How can we nurture life-long learners? LAF has long strived to provide opportunities for students to develop a thirst for learning, encouraging each to set goals and chart a course. We nudge our students to wonder “What if...”, to try new things, to make mistakes, to hypothesize and then work tenaciously to prove, (or disprove) their theories. Interestingly, at this moment of remote learning, these are the tasks and questions teachers themselves are engaged in daily.

Our overall approach focuses on making connections with our students, making connections among students, with colleagues, with the learning content, and with the standards for learning. These important relationships set the tone for learning throughout our building. Our small school size allows for every teacher to really know their students as individuals. Teachers understand individual learning styles, strengths and challenges of each student. When students genuinely know that their teachers care about them, they are eager and ready to learn. With the support of our families and the expertise of our teachers, we elevate our academic expectations. Students rise to the challenge given the appropriate support that all learners need.

Remediation specialists and Enrichment Coordinators are all available for the spectrum of support that is needed at every achievement level. These teachers collaborate with classroom teachers to ensure that every student gets the help that is needed. These supports are essential in filling the “gaps” that students may develop in their understanding of any particular subject area. We also get to challenge those students who are available to learn at a different (faster) pace. All teachers differentiate their instruction to meet the varied needs of every student.

1b. Reading/English language arts

Lafayette Regional School believes in a culture of educational excellence. The English Language Arts curriculum is aligned with the Common Core State Standards to maintain high expectations. LAF reviews programs and practices annually to ensure the needs of students are met, to design professional development sessions, and to create LEIP (Lafayette Educational Improvement Program) goals. As a result of last year’s review, teachers are participating in embedded, ongoing professional development led by our Reading Specialist. The current focus of professional development is the five pillars of reading instruction and how to best incorporate each component into grade level guided reading practices. Research-based instructional strategies, explicit instruction, small group configurations, project-based learning, integrated units, and independent practice are tools teachers use daily. Formative and summative assessments as well as progress monitoring guide differentiation and accelerate learning for all.

Incorporating components of structured literacy into guided reading lessons, students are afforded explicit and systematic instruction required to meet their needs. The goal is to provide targeted instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency aimed at accelerated growth for all students. Ongoing data analysis allows for the placement of students into flexible, tiered reading groups. Teachers use the Foundations program to teach foundation skills in kindergarten through third grade. The Fountas and Pinnell Literacy Continuum is used to identify strategic behaviors and understandings demonstrated by students as they think about, within and beyond texts. The integration of shared readings, read alouds, and book clubs fosters vocabulary development, comprehension, and further develops listening and speaking skills. Literacy centers provide differentiated, independent practice in each of the focus areas. Skills are further developed and applied through authentic reading and writing experiences. For example, fifth grade students participate in the Outdoor Education Program. During their ELA block, students are immersed in multimodal reading and writing tasks across multiple genres. Texts and writing focus on the terrain students will be exploring over the next five weeks. Second grade students learn and practice the

scientific skill of careful observation. Cameras and clipboards in hand, students photograph and record discoveries around our schoolyard and neighboring river. A published class book is the culmination of their research and creative writing.

The writer's workshop approach, in concert with researched learning progressions within and across the grades, provides the framework to teach the writing process and genre-specific writing skills. The writing progressions are taken from Units of Study for the Teaching of Writing by Lucy Calkins. Benchmark writing pieces are collected and analyzed three times per year by teams of teachers. In response to data analysis, instruction is adjusted, new lessons developed, individual student goals set and student writing checklists. Explicit whole group and small group instruction, paired with quality mentor texts, and immediate teacher feedback accelerate student growth.

Data is integral to Lafayette Regional School's success. Data is collected and analyzed from summative and formative sources including, state testing, STAR Reading, Fountas and Pinnell Benchmark Assessment, DIBELS8th, running records, skill checklists, writing benchmarks, and classroom performance. Data analysis informs targeted instruction during tier I, II, and III services. Student needs and planned services are discussed at weekly professional learning community meetings and individual planning meetings with the Reading Specialist.

Technology integration promotes independent application of literacy skills. Programs such as RazKids, Freckle, and Accelerated Reader keep students highly engaged and actively practicing skills.

1c. Mathematics

At Lafayette Regional School, we believe in nurturing "...lifelong learners who creatively explore, effectively apply, and share knowledge..." This philosophy is evident in our math instruction.

Five years ago, the faculty at LAF undertook the task of improving our school-wide math curriculum. The experience broadened content knowledge, provided new instructional techniques, and ignited a desire to pursue the best possible math curriculum for our students. As a result, a math committee was formed, and began a year long, exhaustive search for an improved math curriculum. Committee members, teachers and administration decided Eureka Math was the best fit for our students. Eureka's direct alignment with the Common Core standards, embedded components for differentiated instruction, and its application-based approach, presented benefits for all learners. A single, common curriculum across grades levels ensured a coherent approach, common mathematical language, and reduction of instructional gaps. Moving forward, the administration provided faculty extensive professional development with Eureka program creators to ensure a cohesive scope and sequence across classrooms and grades. Since the implementation of this program, students at LAF continue to learn basic mathematical concepts and skills, but are challenged to apply their learning to real-world scenarios. Students utilize a variety of problem-solving strategies, work collaboratively with peers to discover the most accurate/efficient approach to reach solutions, and defend their responses using evidence.

LAF strongly believes in collecting formative and summative data to drive instruction. The Eureka program includes diverse formative assessments. Beyond the data gleaned from Eureka assessments, teachers utilize STAR Testing and statewide assessment data to plan instruction and differentiate as needed. These data sources provide teachers pertinent information from which they are better able to target individual and small group instruction for struggling learners, as well as create inquiry based experiences for students who are ready to go "above and beyond."

LAF adheres to a methodology which teaches mathematical concepts from concrete examples to abstract application. Each classroom is equipped with a myriad of math manipulatives and supplies so each teacher can augment their instruction to meet the needs of individual students. Technology plays a key, supplementary role in math instruction as well. Through a variety of engaging online reinforcement and enrichment activities and games, students gain additional skills practice.

teacher for intensive, explicit instruction. An experienced math teacher and certified special educator, this teacher often modifies instruction and scaffolds complex concepts, gradually increasing rigor as students' knowledge and skills grow.

Lafayette Regional believes in all student's abilities to work to their full potential. In our focused efforts to improve student understanding and increase student achievement, we are committed to fostering a generation of learners equipped to be successful in mathematics and in solving real world problems.

1d. Science

Lafayette Regional employs an inquiry based approach to science instruction. Whether making a life size narwhal as a kindergartner, or hiking in the White Mountains to collect field samples as a fifth grader, curiosity drives each child's learning experience. At all grade levels, scientific inquiry is guided by the Next Generation Science Standards as well as students' interests. Science units begin with essential questions to promote student engagement and cooperative interaction. Student observations and questions, lead to experimentation, model building, and more. For example, in first grade, students study the ways in which animals use their external parts to help them survive. During that unit, students observed various monarch caterpillars changing into butterflies outside. Together as a class, they collected a few monarch caterpillars and kept them in a terrarium. Using technology, students recorded the pupation of a monarch caterpillar and two weeks later the monarch butterfly emerged from its chrysalis.

Student inquiry extends beyond the school year. Before summer break began last June, every LAF student designed a cover for their personal, summer nature journal. Journals were unique to grade levels. While kindergarten journals included pages for observational illustrating and scavenger hunting, journals for older students required they take field notes, pose questions, draw animals and landscapes, and notice weather and temperature patterns. At the start of this school year, students brought their completed nature journals back to their classroom to share with their peers.

To further enrich our science program, every three years a scientist in residence spends a week working directly with students. Last year, two scientists from the New Hampshire Energy Education Program shared their expertise with LAF students and staff. Sixth grade students explored questions such as, "What is global warming?" and "What effect do greenhouse gases have on our atmosphere?" Guided by the scientists, students built a model of the Earth's atmosphere. The model was constructed with soda bottles. Gases were then released in the "atmosphere" and temperature changes recorded. These types of performance tasks are indicative of our inquiry based approach to science instruction.

1e. Social studies/history/civic learning and engagement

Social Studies at Lafayette Regional School is not only a vehicle to broaden student knowledge and educational experience, but a rich opportunity for students to see beyond our small school and small community to become more globally educated. It is our mission to create responsible citizens in an ever changing, ever complex world. We accomplish this in many ways across all grades.

School wide, kindergarten through sixth grade students study a variety of topics. Each grade studies civics, government, civil rights, history, cultural diversity, our world, our country, and our community. From map skills to daily geography lessons, all students study geography as well. Our curriculum progresses and builds on content as students move from grade to grade.

Students access this content in diverse ways. As topics are introduced and studied, students' learning is integrated through classroom literacy programs. Additionally, classroom teachers collaborate with Unified Arts educators so they may integrate social studies themes into their classes as well. To further support content and engagement, project based learning and research techniques immerse students in social studies themes. This hands-on approach fosters critical thinking skills while deepening understanding. Knowing students benefit from learning experiences beyond the classroom, field trips within our community and state are undertaken to broaden student learning.

Finally, we bring the world into our classrooms. Technology allows students to engage with classrooms all over the world, and speak to experts in their fields. Annually, Lafayette students participate in the Global Read Aloud, an initiative allowing students throughout the world to interact with one another through a common resource - books! Skype is another effective digital tool, enabling students to connect with authors, historians and other professionals. Community members are invited into our classrooms for interviews, story-telling and read alouds. School wide, Lafayette is committed to immersing students in educational endeavors which promote personal connection to topics of study. Lafayette is a place where content is not simply learned, but fully experienced.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The Unified Arts and other curricular activities are highly valued at Lafayette Regional School (LAF). Students at LAF are fortunate to have art, music, technology, library/information literacy and enrichment classes for a minimum of 30 minutes/class each week. Students also have physical education/health three times a week. Students in grades four through six have the opportunity to participate in band and/or chorus as well.

Students have many opportunities to participate and learn Common Core skills related to the arts in their general music and visual art classes. Students learn the importance of collaboration, practice, perseverance and goal setting when preparing for our winter and spring concerts. Additionally, a third of our students participated in the LPTO funded after school Drama Club this fall. The enthusiastic group met twice a week for three months to prepare for their performance of Honk! Lafayette's other curricular programs nurture each child's desire to learn. Critical thinking, creativity, and collaboration are inherent in student centered activities that prepare our students for 21st century careers.

Beginning in kindergarten, students are introduced to coding. Starting with play-based activities, the curriculum evolves throughout the grades to include block and text coding skills. Film-making is another skill taught at LAF. Students learn how to organize, develop, edit, and concisely present their ideas when designing and executing films. Due to comprehensive coverage of technology skills, LAF's fifth and sixth graders have won several filmmaking awards.

Our librarian/enrichment coordinator frequently collaborates with staff to create engaging activities which supplement the classroom curriculum, enhance inquiry skills, and promote library usage. The goal is to provide rich literature based experiences designed to deepen curricular concepts and skills. During the year, library classes showcase Ladybug and Great Stone Face books. Students have the opportunity to cast votes for their favorites. As Poetry Month nears, all student study poetry in their classroom and writes a poem to display at a culminating event aptly named, Poetry Night. This interactive, family event is well attended by the local community.

Digital Citizenship is taught at all grade levels as well. Kindergarten forward, students are educated regarding the important life skill of balancing technology and free time. Additionally, students learn how to communicate safely online. This year a member of the Internet Crimes Against Children division of the Grafton County Sheriff's Department was slated to work with our fifth and sixth graders, and later present to staff and interested parents.

Another facet of our technology and enrichment programs involves participation in the FIRST LEGO League. For this year's challenge, our sixth grade students met three times a week over several months. Using the principles of architecture, they planned, designed and presented their ideas for a sustainable outdoor space to be used by our school and the neighboring senior center. Students learned the importance of flexibility, cooperation and collaboration as they worked together to present and defend their ideas.

For the past two years, LAF school has been developing a maker space. Now fully equipped with

engineering, coding, and scientific equipment along with safety tools, it is used daily by our 6th graders as they develop engineering skills. After school classes are offered to students at all grade levels.

PE classes start off with students charting their emotional state. Students work on developing individual athletic skills as set by the scope and sequence developed by A.H.E.P.E.R.D - The American Alliance of PE, Recreation and Dance. Students learn to work together in partnerships and teams. Tournaments are held bi-monthly for fourth through sixth grade students fostering teamwork and good sportsmanship. Additionally, our PE teacher leads a Track and Field event for area schools. Perseverance, skill, and good sportsmanship are stressed. At the end of the year, sixth graders host a one day event, Festival of the Arts (FOA). Weeks ahead of time, they plan the event with guidance from staff, and later, lead all FOA activities. The experience builds leadership, creativity and collaboration. FOA kicks off with an original skit written by the sixth graders. Throughout the day kindergarten through sixth graders visit stations to make crafts and play games. It's a hit with students and staff alike!

This year our school adopted the Choose Love social and emotional curriculum. Students are learning how to use courage, gratitude, forgiveness and compassion to deal with challenges that they face in their lives. Our first grade teacher wrote a song about the four foundational concepts. The song was featured on the NH Daily Dose of Love website and was scheduled to be presented at this spring's talent show.

3. Academic Supports:

3a. Students performing below grade level

Lafayette Regional School uses a Response to Intervention (RTI) model which allows the administration to document and monitor the performance of the school, and teachers to document and monitor performance of individual students. RTI provides important information needed to make adjustments to the curriculum, how the curriculum is taught, and to identify students who may need remediation or enrichment. Through programs grounded in best practices, tier I students receive differentiated instruction geared toward high expectations for all.

Lafayette teachers meet the diverse needs of their students by tailoring instruction using data from various assessments throughout the year. Some of these assessments include, but are not limited to UO DIBELS Data System, STAR Assessment System, Fountas & Pinnell Benchmarking System, running records, phonemic awareness assessments, writing prompt assessments, Eureka Math assessments and informal classroom observations. Students entering kindergarten are administered The Dial-4 (Developmental Indicators for Assessment of Learning- 4), a universal screener that flags 'at risk' students in the areas of motor function, language, and cognitive ability.

Students approaching below grade level are monitored closely and assessed frequently to track progress, determine effectiveness of current strategies and approaches, and to set new learning goals. Progress monitoring helps identify students for tier II interventions. Tier II students are provided additional interventions through RTI services provided by our reading and math specialists. In these sessions, students may be pulled out of the classroom or be working with a specialist teacher in the general education classroom. This is determined by ongoing communication between the classroom teacher and the specialist, with careful consideration given to skills being worked on in the classroom, sublevel skills needed to best support individual students, and the most beneficial setting for that support.

3b. Students performing above grade level

Lafayette teachers use a guided reading approach to flexibly group students and to thoughtfully target instruction within each group. Through guided reading, students learn how to engage in every facet of the reading process and apply literacy power to increasing text complexity across content areas. As students progress, rigor is increased and groups are appropriately modified. Using a guided reading approach, teachers are better able to meet all students' needs and provide essential support across performance levels.

To teach writing, a writer's workshop approach is used throughout LAF. Early on, students are taught to

self-assess their writing pieces with the use of writing checklists and rubrics. Writing conferences occur between teachers and students to set individual goals. During writing conferences, teachers are able to provide immediate and constructive feedback, and reinforce positive aspects of the student's writing. By supporting what a student does well, students have the confidence to push forward. At the end of a writing conference, the teacher and student have identified a single goal toward which the student will work. Student goals are individualized and challenging, yet attainable so the student feels successful. Teachers check in with students at a later date to follow up on goals, hold students accountable, and set new goals.

Math instruction is differentiated for all students as well. Instruction is scaffolded so that each student is successful. Those students who learn faster are guided to the next standard when appropriate.

In all academic areas, students are challenged to go, "above and beyond" in their efforts and achievement. The use of goal setting and differentiated instruction enables these students to attain performance levels that only are attainable with great effort. Our Enrichment Coordinator also sets the bar extremely high when assigning cooperative learning tasks. These groups demand that students learn to be proficient with distinction in communications, collaboration, creativity, and critical thinking.

3c. Special education

At Lafayette Regional School, students with educational disabilities are provided additional support and instruction delivered by a competent special education team. LAF's special education department is unique. Being such a small school, the two special educators fill multiple roles. The roles of one being: primary special educator, math remediation teacher, and preschool coordinator. The other special educator takes on the roles of intermediate special educator, school counselor and ESL coordinator. In keeping with LAF's philosophy of educating the whole child, each special educator employs a variety of educational approaches and techniques to meet diverse academic and social/emotional needs. Academic remediation is highly individualized, diagnostic, and dynamic. Specific programs are used when indicated, but are differentiated to meet student needs and to ensure alignment with classroom instruction.

Evidence-based assessment is used to inform instruction and monitor progress. Several years ago, LAF became concerned that reading skills of students with specific learning disabilities were lagging. An assessment that provided a more in-depth picture of the discrete skills required for efficient reading was implemented. This assessment found notable weaknesses in the phonological awareness and phonics skills of many of our struggling readers, highlighting the need for explicit instruction in these areas. In response, the school provided over 150 hours of training in Orton-Gillingham and dyslexia instruction to special education staff. These methods were incorporated into special education instruction in 2017. In the two years since, reading percentile scores in our students receiving this instruction have increased an average of 14%.

3d. ELLs, if a special program or intervention is offered

Although English Language Learners (ELL's) are not a large part of our population (1-2%), they benefit from specialized instruction as well. Students who meet the ELL criteria are identified early in the school year by home surveys. Formative assessments are conducted to best understand the needs that are to be addressed. Classroom teachers meet regularly with ELL staff to plan instruction that will best meet student needs in the least restrictive environment. Our highly skilled, and dedicated paraeducators are an integral part of this process. The combination of pull out and push in services usually provides the most effective model of instruction for our ELL students. End of year, state assessments are completed in May to determine proficiency in a multitude of areas such as listening, speaking, writing, and reading.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A visitor at Lafayette Regional School quickly senses a high level of engagement. LAF is a learning community where practices are grounded in the beliefs that everyone matters and deserves respect, contributions are honored, and efforts appreciated. Student engagement is influenced by a myriad of factors and influences the school's overall climate and culture.

LAF's positive culture is the outcome of the staff's strong moral leadership and core values including: curiosity, interest, optimism and a passion for learning. For example, last summer the school offered a four day professional development (PD) session on writing. The entire staff, including the Unified Arts (UA) teachers, participated in the PD and all UA teachers implemented writing tasks in their content areas. Teachers create dynamic, annual project-based learning opportunities that are shared and celebrated. Students come to look forward to these projects as they transition through each grade. Some examples of these projects include; The Global Monster Project in grade four, Documentary Films in grade five, and FIRST LEGO League in grade six. Each year, LAF hosts a week-long residency program. These programs run on a three year rotation: Artist, Scientist, and Circus residencies. Although repeated, these academic opportunities encourage originality, arouse curiosity, and engages students in the need for mastery.

A contributor to the school's climate is its focus on children's emotional and social needs. The belief is that social/emotional needs must be met in order for students to reach their academic potential, as part of this self-awareness strategies are implemented and practiced. Teachers employ a variety of approaches to support learners' social and emotional growth. Visible Learning is one approach used to guide students in building stamina, increasing self-regulation, and meeting personal and academic goals. Additionally, teachers are aware of, and plan according to each child's zone of proximal development; therefore, all learners can engage and be appropriately challenged by the content.

LAF has a unique and original program, named and developed by students, Peace Groups. Peace Groups provides an opportunity for multi-aged students to meet in small groups to reinforce social/emotional topics being discussed in the classroom. The content for each Peace Group session is decided by the staff, but it is the sixth grade students who deliver each lesson to their schoolmates. Topics have included, Growth Mindset and components of The Choose Love curriculum.

Providing students abundant learning opportunities, while remaining committed to their social/emotional well being, Lafayette Regional School creates a culture of engaged learners. At LAF, the staff partners with students as engaged learners in an ever-changing world.

2. Engaging Families and Community:

Lafayette Regional School includes staff, students, parents, school board and community members, all of whom work together for student success. As a team, we work continually to improve our school.

Our teachers communicate with parents on a regular basis about how to help each child learn through traditional progress reports, report cards, parent teacher conferences, and weekly classroom newsletters. A communication survey done in January of this year, with a just over 50% return rate, showed parents agreed or strongly agreed that they receive an appropriate amount of information about their child's academic and behavioral progress, classroom policies and procedures, staff are accessible to discuss concerns or questions and have ample opportunities to be involved in activities that support academic and social growth.

The Lafayette Parent Teacher Organization (LPTO) is enthusiastically supported by our families and local businesses allowing us to provide enriching and cultural opportunities that are not covered by the school budget. Recent fundraising efforts including trivia night, spelling bees, and talent shows, bring together parents, staff, students, local business owners, and law enforcement, where we get to showcase our school.

Our principal shares news with our full community on a regular basis. His monthly reports to the School Board are posted on the website and are filled with information about the prior month's activities and successes. Twice a year, the principal updates the Board regarding the assessment test scores for grades three through six. He explains how these scores are used by each teacher to differentiate and meet the needs of each student.

The School Board actively works with the principal to keep our school both academically successful and our building in excellent condition. The Board and the community have financially supported a major overhaul of our heating systems, much needed new flooring, windows and doors, and a huge playground renovation.

LAF is the hub of the community. We disseminate information that our entire community values, be it cultural events, student activities, academic successes or recreational programs. The office distributes Weekly Notes to past and present parents, staff, and community members. Once a family experiences the LAF culture it stays with them. The school's website and Facebook are being given a facelift allowing us to reach parents the way they gather information.

3. Creating Professional Culture:

The opening words of the Lafayette Regional School's Mission statement read, "As a community we educate, nurture, and challenge all students to be successful, enthusiastic, and lifelong learners" This statement reflects what we want for students and teachers. All are encouraged to be successful, enthusiastic, lifelong learners. This philosophy has a direct impact on the capacity of teachers and administrators. There is high teacher enthusiasm for learning and teaching, and strong teacher mastery of subject matter. An outstanding professional culture exists at LAF where the administration is supportive, and teachers feel valued. This is accomplished by ensuring all stakeholders have a say in goal setting, scheduling of professional development days, and by valuing the expertise every educator brings to the learning community.

Creating a professional culture relies on respectful collaboration between administration and teachers. To that end, teachers and administration meet each summer to review the previous years' school wide goals, assess progress or attainment of those goals, and establish goals for the coming school year. Goals are data driven and developed through teacher needs assessment. Our school wide professional development is centered around these goals. There is buy-in from all stakeholders as demonstrated by their ongoing commitment and support of professional development.

Every summer several days are spent working toward school wide goals. For example, the past few years the focus has been on writing and reading. Everyone: administration, classroom teachers, specialist teachers, and paraprofessionals have participated. This creates a cohesive commitment to achieving our goals. It ensures that a common language and consistent instructional approach will be employed in all classes. These strong components to an agreed upon approach fosters student progress across all grade levels and learning experiences.

In this thriving school community, all teachers are treated as valued members. Professional Learning Communities (PLCs) meet weekly. PLCs afford teachers the opportunity to problem solve and share teaching and learning strategies. Often it is within these meetings that professional development opportunities arise and school wide goals are advanced. For example, in conjunction with our reading and writing goals, conversations have focused on the sharing of student work across grade levels, and exploring learning progressions for each grade level. Conversations, insight, and strategies shared during PLC meetings, directly impact teacher capacity.

At Lafayette Regional, the supportive professional culture allows us to create learning environments well-designed to support high learning expectations for all students. We have produced a dynamic schoolwide culture driven by, and focused on educational excellence in the pursuit of lifelong learning.

4. School Leadership:

Embracing a philosophy of collaborative decision-making and shared responsibility, our small K-6 school is presented with unique leadership opportunities. Roles, commonly held by department heads and curriculum coordinators, become joint endeavors between principal and teaching staff at Lafayette Regional School. This allows the principal immediate awareness of curricula strengths and weaknesses, instructional needs, and student milestones. Additionally, it affords a more direct avenue of communication between and among stakeholders. Should policies or programs need attention, the process toward resolution is expedited through a tight, well-informed network in which stakeholders work in concert to ensure the school's philosophy, vision and mission are honored.

As implementation of curriculum and district initiatives are overseen by the principal, LAF teaching staff and principal participate in weekly professional learning communities (PLCs). Primary, Intermediate and Unified Arts PLCs meet to reflect on teaching practices, assess student work, analyze state assessment scores, explore avenues for student and/or teacher growth, share best practices, and voice concerns. Team leaders from each PLC then meet monthly with the principal to address concerns, assess resources to resolve concerns and coordinate schedules for upcoming events.

Monthly staff meetings are an integral part of our learning community as well. They are both collaborative and informative. Teachers and the principal reflect on recent activities and school-wide events, choose professional development that best serves all students, celebrate student and staff accomplishments, and examine SAU-wide initiatives and goals.

The Lafayette teaching staff develops LEIP (Lafayette Educational Improvement Program) goals as well. In the quest for educational excellence, leadership is modeled for our students and expected of our students. Through multi-grade gatherings known as Peace Groups, older students assume leadership roles at various events throughout the school year. With thoughtful planning and ongoing guidance from our enrichment coordinator, sixth grade students learn to be teachers! They introduce primary students to content and activities designed to promote self-awareness, unity and compassion. The importance of student leaders is evidenced by the bonds that develop between older and younger students.

Believing shared leadership cultivates motivation and civic responsibility, staff, students and community members are active participants in ensuring Lafayette Regional's school vision is realized daily.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lafayette Regional School's mission and vision statements both speak to the culture of learning that is experienced for all students. The one, most powerful strategy, for student success at our school is that the "whole school teaches and values the whole student". One might say this is happening at all schools, however, due to our unique size, our veteran staff, and the full support of our community, we accomplish this task to a significantly high degree of success. We know all our students and their families. We know where they live, where they came from, what they feel is important and value, and the shared expectations that they have for their children.

We hold five professional learning community (PLC's) meetings on a weekly basis. All of these weekly meetings are thoughtfully designed so that no student "slips through" the proverbial cracks and goes unnoticed. Due to the comprehensive nature of our professional discussions, each student can be discussed at the merest hint of any issues or concerns regarding his or her academic and/or social/emotional standing.

Students do not "get lost" at Lafayette Regional School. We make every effort to provide teachers with a varied amount of resources to meet their students' needs. Not only are academics and instruction differentiated, each student is also recognized for their unique abilities in other areas such as art, drama, athletics, and music. We have used various programs and curricula over the years to balance the social/emotional needs of our students as well. We start every day with both a community Morning Meeting in our lobby to get ready for school and then proceed to hold a classroom Morning Meeting to reinforce the behavioral expectations at each grade level. We do not have a Gifted and Talented Program but have thoughtfully implemented an Enrichment Program for all students. Our Enrichment Coordinator and Technology Integration Specialist offer support and services to all teachers to enhance each subject area. In this respect, we offer appropriate challenges to all students.

Lafayette Regional School is one of the few schools left who allow for two recesses every day. We have high academic and behavioral standards and expectations for our students but also know that children need to decompress, get outside, and have fun. The cognitive, behavioral, and psychomotor domains are the most important areas to focus on in child development theory. Every adult in our small school recognizes the importance of each one of these areas and interacts with our students on an individualized basis. The "whole school teaches and values the whole child" is not a cliché at Lafayette Regional School; it is the expectation for all staff members, each and every day.