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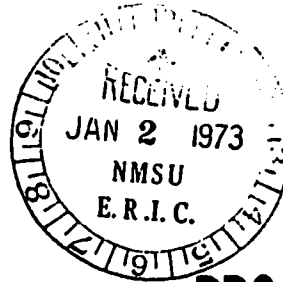
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## ABSTRACT

The Phoenix Area Office exercises jurisdiction over 21 Bureau of Indian Affairs schools in a 3-State region--Arizona, California, and Nevada. Served in the agency schools are 2,381 students attending boarding schools and 2,046 students attending reservation day schools. The Fiscal Year 1973 Title I Project Synopsis is indexed by the 7 component types and by the 40 operating projects. The 7 component types are described and include: (1) Total Curricular Modification, which attempts to be totally responsive to the needs of academically deficient students; (2) Reading, which is directed at remediation of reading difficulties in grades K-12 and which makes use of various approaches to reading instruction--from utilizing special-purpose equipment and systems to more traditional tutorial techniques; (3) Reading and Language Arts, which makes use of various approaches and types of activities and teaching methodologies; (4) Oral Language; (5) Mathematics, which, with objectives in the cognitive domain of arithmetic, utilizes differing approaches and techniques--from the use of manipulatives to a computerized math program, for grades 1-12; (6) Special Education Projects, which are directed at handicapped American Indian children and which reflect an attempt to provide much needed special education services for elementary school students; and (7) Physical Education for grades 1-12. Also included are 2 appendixes describing the materials used in reading/language arts and in mathematics. (FF)

ED 069458



# PROJECT SYNOPSIS

## FY 73 TITLE I PROJECTS

### PHOENIX AREA

### BUREAU OF INDIAN AFFAIRS

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TITLE I PROJECT SYNOPSIS

FISCAL YEAR 1973

U.S. DEPARTMENT OF THE INTERIOR  
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PHOENIX AREA

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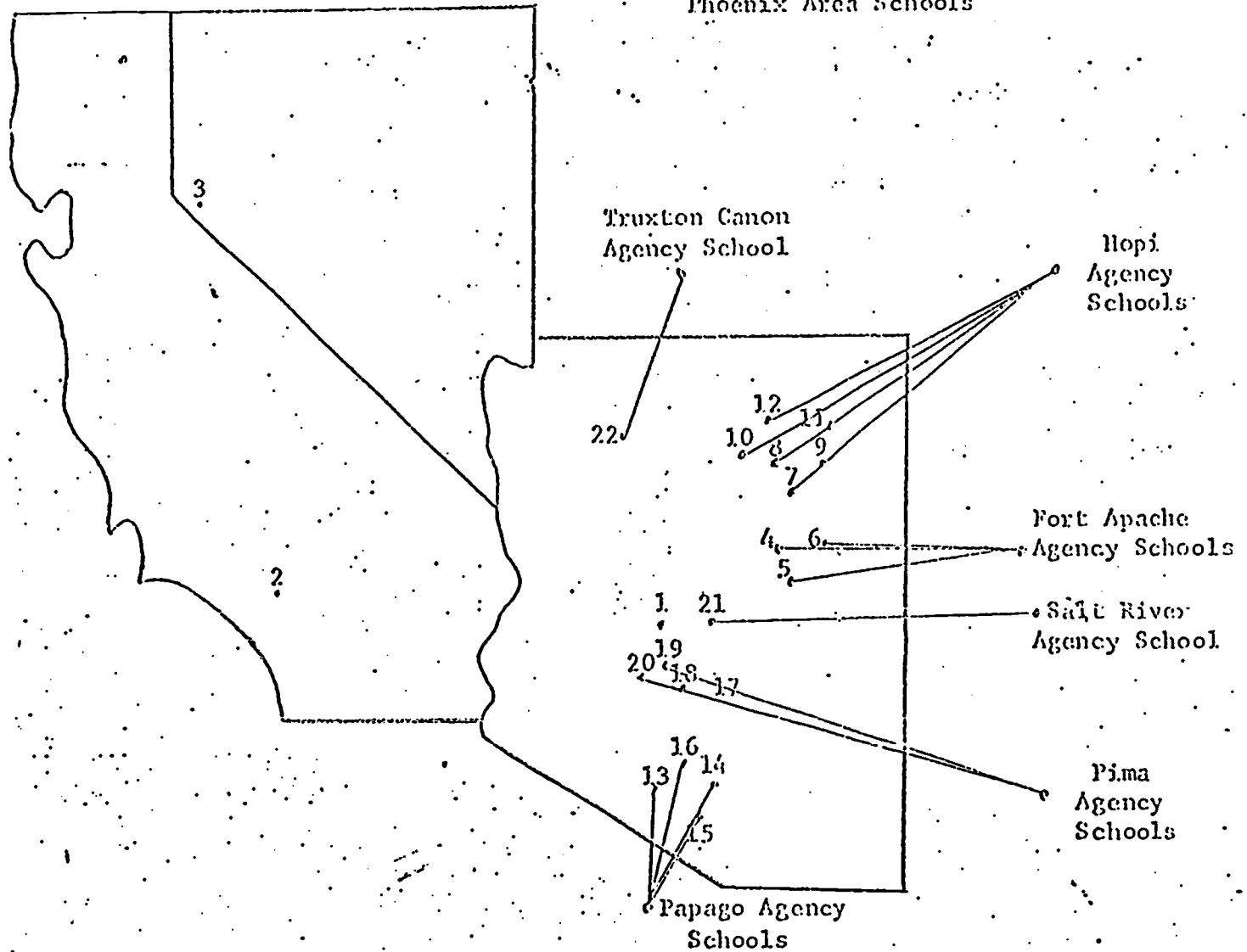
## I N T R O D U C T I O N

The Phoenix Area Office exercises jurisdiction over Bureau of Indian Affairs schools in a three state region. Figure 1 shows the geographical location of schools in the Phoenix Area. The twenty-one schools are situated in a three-state region comprised of Arizona, California, and Nevada. With the exception of two off-reservation high schools, all are located in Arizona. The two exceptions are Sherman Indian High School in Riverside, California and Stewart Indian High School in Stewart, Nevada. Phoenix Indian High School, the Area's third boarding high school, is located in the heart of Phoenix, Arizona.

Located in the White Mountains of eastern Arizona are the John F. Kennedy Day School, Cibecue Day School, and Theodore Roosevelt Boarding School. To the north, approximately 180 miles are the Hopi mesas and the six schools which serve the Hopi children. A mule trip is necessary to reach the Havasupai village, where the Supai Day School is located near the Grand Canyon. Farther south near the Mexico-Arizona border in the Sonoran Desert, is the Santa Rosa Boarding School and three small day schools on the Papago Reservation. Approximately 30 miles south of Phoenix on the Gila River Reservation are the two Pima Bureau day schools, one small tribal operated school and one mission school. Also, located near metropolitan Phoenix is the Salt River Reservation which contains one day school.

Figure 1:

Phoenix Area Schools



Legend

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. Phoenix Indian High School         | 12. Second Mesa Day School          |
| 2. Sherman Indian High School         | 13. Kerw Day School                 |
| 3. Stewart Indian High School         | 14. Santa Rosa Boarding School      |
| 4. Cibecue Day School                 | 15. Santa Rosa Ranch Day School     |
| 5. John F. Kennedy Day School         | 16. Vaya Chin Day School            |
| 6. Theodore Roosevelt Boarding School | 17. Blackwater Demonstration School |
| 7. Hopi Day School                    | 18. Casa Blanca Day School          |
| 8. Hotevilla Day School               | 19. Gila Crossing Day School        |
| 9. Keams Canyon Boarding School       | 20. St. John's Mission School       |
| 10. Moencopi Day School               | 21. Salt River Day School           |
| 11. Polacca Day School                | 22. Supai Day School                |

Table 1 lists the number of students in each kind of agency school and indicates that 2,381 attend boarding schools whereas a lesser number, 2,046 attend reservation day schools. Of the six boarding schools, three are off-reservation high schools located in Arizona (Phoenix Indian High School), Nevada (Stewart Indian High School), and California (Sherman Indian High School). The remaining three are elementary boarding schools and are located on the reservations of the White Mountain Apache, Papago and Hopi Tribes.

The following FY 73 Title I Project Synopsis is indexed by component type and project location. Table 2 presents the component types and corresponding number of projects to be operational in the Phoenix Area during FY 73.

Table 1

Enrollment in the Phoenix Area Day and Boarding Schools in Fiscal  
1972 by Agency and School

Agency and School	Kind of School by Number of Students Enrolled			School
	Grades	Day	Boarding	
<u>Fort Apache Agency</u>				598
Cibecue Day School	K-8	294		294
John F. Kennedy Day School	K-5	104		104
Theodore Roosevelt Boarding School	2-8		200	200
<u>Hopi Agency</u>				<u>1,075</u>
Hopi Day School	1-8	174		174
Hotevilla Day School	1-6	91		91
Keams Canyon Boarding & Day School	B-8	52	249	301
Moencopi Day School	1-4	62		62
Polacca Day School	K-6	183		183
Second Mesa Day School	K-6	264		264
<u>Nevada Agency</u>				<u>397</u>
Stewart Indian High School *	8-12		397	397
<u>Papago Agency</u>				<u>513</u>
Keuro Day School	B-8	51		51
Santa Rosa Boarding School	B-8	202	160	362
Santa Rosa Rauch Day School	B-7	19		19
Vaya Chin Day School	B-4	81		81
<u>Pima Agency</u>				<u>567</u>
Casa Blanca Day School	K-4	106		106
Gila Crossing Day School	K-5	78		78
Blackwater Demonstration School **	K-1	27		27
St. Johns Indian School	1-12		356	356
<u>Phoenix Indian High School*</u>	7-12		861	<u>861</u>
<u>Salt River Agency</u>				<u>213</u>
Salt River Day School	K-6	213		213

Table 1 (Continued)

Agency and School	Kind of School by Number of Students Enrolled		
	Grades	Day	Boarding School
Sherman Indian High School *	9-12		514
<u>Truxton Canon Agency</u> Supai Day School	B-2	45	<u>45</u> 45
Total	Total	2,046	2,381
			4,783

\* Off-Reservation Schools

\*\* Contracted to Blackwater Community

Table 2

A Comparison of Types of Components and Corresponding  
Number of Projects

Type of Component	Number of Projects
Total Curriculum Modification	1
Reading	9
Reading/Language Arts	13
Oral Language	1
Math	11
Special Education	2
Physical Education	3

T O T A L   C U R R I C U L A R   M O D I F I C A T I O N

The project summarized within this section represents an attempt to produce a curricular structure that is totally responsive to the needs of academically deficient students.

FY 73 PHOENIX AREA TITLE I PROJECT

NAME AND ADDRESS OF LEA:

Phoenix Indian High School  
Phoenix, Arizona

COMPONENT TITLE:

Cognitive Learning Through  
Enrichment Media

COMPONENT COST:

\$174,831.00

CONTACT PERSON:

Clyde MacMillan

NUMBER OF STUDENT PARTICIPANTS:

200

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSTONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Dorm Coord.	2) Eng. Teachers	1) Rec. Aides	
1) Sec. Teacher	1) Rdg Teacher	4) 3/4 Time Rec. Aides	
1) Spec. Ed. Teach	2) Science Teacher	3) Teacher Aides	
1) Educ. Specialist		5 Counselor Aides	
1) Rdg Teacher			
1) Science Teacher			

COMPONENT OBJECTIVES:

Two hundred (200) students in grades 7 through 10 will raise their mean academic achievement scores as indicated below.

California Achievement Test

Grade	No. of Students	Increase in Yrs Achvmt
7-8	40	1.1
9	120	1.0
10	40	.8

M.A.T. - Science

Increase in Stanine Placement
2
2
2



### EVALUATION:

Pre-Mid-Post California Achievement Test

Pre-Mid-Post Metropolitan Achievement Test, Science

### PROCEDURES:

#### Activity I - Reading and Related Language Arts

This activity will consist of skill-building classes supported by the reading center, language laboratory, multi-level reading classes, mini courses such as library orientation, reading and music, reading and art, a multi-discipline course such as Man and Environment (combining history, geography, and reading), typing, English, and a bi-lingual speaking program based on reading English selections and translating them into native language on tapes using resource persons from various tribes as often as possible. The reading laboratory will utilize EDL's Learning 100 System.

#### Activity II - Science

This activity will implement the Life Science and Physical Science sequences of the Science Curriculum Improvement Study. The Life Science curriculum sequences; Environments, Communities, and Ecosystems, and the Physical Science curriculum sequences; Relative Position and Motion, Energy Sources and Models, Electric and Magnetic Interaction of the Science Curriculum Improvement Study Program will be used to provide the desired learning experiences in such a way that the children will learn the fundamental concepts of the biological and physical sciences related to their own environment.

#### Activity III - Mathematics

This activity will provide a math laboratory equipped with a variety of equipment and materials conducive to the learning of skills and abstract math concepts through reinforcing contact with physical models and mathematical games.

#### Activity IV - Special Education

This activity will involve the implementation of a prescriptive instructional program for exceptional Indian students. Psycho-educational evaluation and resulting educational prescriptions will form the basis of the activity.

#### Activity V - Dormitory Enrichment

This activity will provide after school and weekend activities in the areas of arts and crafts and recreation. Aides involved in this activity will maintain liaison with teachers and counselors and will provide tutorial services to target students. This activity will be centered in student dormitories.

## R E A D I N G

The projects summarized in the following section are directed at the remediation of reading difficulties. The projects encompass grades kindergarten through twelfth.

The approaches to reading instruction described within this section vary from those involving special purpose equipment and systems to more traditional tutorial techniques.

For a detailed description of equipment and material mentioned within this section refer to Appendix A.

FY 73 PHOENIX AREA TITLE I PROJECT  
Fort Apache Agency

NAME AND ADDRESS OF LEA:

Cibecue Day School  
Cibecue, Arizona

COMPONENT TITLE: Happiness is Reading	COMPONENT COST: \$35,594.00
CONTACT PERSON: Glen Marshall, Principal	NUMBER OF STUDENT PARTICIPANTS: 64

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Teacher, Language Arts 1) 2/5 time Art Teacher		1) Teacher Aide	

COMPONENT OBJECTIVES:

Sixty-four (64) students in grades 5th through 8th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
5	16	1.5
6	16	1.5
7	16	1.5
8	16	1.5

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

Activity I - Happiness is Reading

This activity is designed around a reading laboratory located apart from the regular classroom and utilizing several comprehensive reading systems which incorporate special equipment. These systems include: Controlled Reading, Aud-X, Systems 80, Language Master and Tach-X.

Activity II - Field Trips

Activity II consists of three overnight and three day-long trips designed to increase the target students' range of experience and to provide focal points around which communication skills can be augmented.

Activity III - Art as Language Motivation

This activity is designed to provide students with art experiences which will assist in motivating students to improve their reading and communication skills.

FY 73 PHOENIX AREA TITLE I PROJECT  
Hopi Agency

NAME AND ADDRESS OF LEA:

Keams Canyon Boarding School  
Keams Canyon, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Reading		\$35,277.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Grace Christiansen, Principal		132	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Reading Spec. 1) Teacher (Rdg)		2) Teacher Aides	

COMPONENT OBJECTIVES:

One hundred thirty-two (132) students in grades 1 through 7 will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
1	16	1.0
2	16	1.2
3	14	1.0
4	20	1.1
5	17	1.2
6	24	1.2
7	25	1.2

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

Activity I - Reading Laboratory

This activity will be located in a laboratory separate from the regular classrooms and incorporating three EDL Reading Systems, LISTEN LOOK LEARN, Reading 200 and Learning 100.

FY 73 PHOENIX AREA TITLE I PROJECT  
Hopi Agency

NAME AND ADDRESS OF LEA:

Moencopi Day School  
Tuba City, Arizona

COMPONENT TITLE:  Innovative and Remedial Reading	COMPONENT COST:  \$22,970.00
CONTACT PERSON:  Heber Dann, Principal	NUMBER OF STUDENT PARTICIPANTS:  27

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Reading Teacher		1) Teacher Aide	

COMPONENT OBJECTIVES:

Twenty-seven (27) students in grades 1 through 4 will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
1	8	1.5
2	6	1.5
3	9	1.5
4	4	1.5

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

• Activity 1 - Reading and Communication Skills

This activity will be located in a setting separate from the regular classroom and will incorporate several reading systems designed to remediate specific reading problems. The systems to be used in this activity include: Systems 80, Aud-X, Tach-X, and Controlled Reader.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:

St. John's Indian School  
Laveen, Arizona

COMPONENT TITLE:  Reading Program	COMPONENT COST:  \$24,591.00
CONTACT PERSON:  Father Solano, Superintendent	NUMBER OF STUDENT PARTICIPANTS:  156

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) 1/5 Time Educ. Spec. (Fine Arts)	1) 1/20 Time Librarian Tech.		1) Teacher Aide
1) Instructional Specialist			1) 1/2 Time Counseling (CAP)
1) 1/2 Time Counselor			1) 1/2 Time Clerk (TWEP)
			1) 1/2 Time Secty

COMPONENT OBJECTIVES:

One hundred fifty-six (156) students in grades 8th through 11th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
8	18	1.2
9	60	1.2
10	40	1.2
11	38	1.2



EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

Pre-Post Gates MacGinitie Reading Test

PROCEDURES:

Activity I - Reading Laboratory

This activity will provide individualized reading instruction through the use of a laboratory equipped with Learning 100 equipment and materials. This laboratory will be located apart from the regular classrooms of target students.

Activity II - Individual and Family Counseling and Resource Program

This activity will establish a program to provide students with professional, confidential opportunities to understand and solve personal problems, to locate needed resources and to make them available to students and their families.

Activity III - Culture and History Education Materials Center

This activity will offer a variety of exploratory fine arts experiences including experiences with traditional Pima art forms. The activity will also include folk and history projects designed to promote student research. Students will be taught to develop their own materials which will then be made available for publication through the center.

FY 73 PHOENIX AREA TITLE I PROJECT  
Salt River Agency

NAME AND ADDRESS OF IEA:

Salt River Day School  
Scottsdale, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Reading Improvement		\$48,790.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Principal		90	
STAFFING PATTERN			
PROFESSTONALS		PARAPROFESSTONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Guidance Counselor 1) Teacher (Elem)		4) Education Aides	

COMPONENT OBJECTIVES:

Ninety (90) students in grades 1st through 6th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
1	15	1.0
2	15	1.0
3	15	1.0
4	15	1.0
5	15	1.0
6	15	1.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

Activity I - Reading Laboratory

A laboratory, equipped with System 80, Imperial Reading Program, Eyegate and Language Master materials and located separate from the regular classrooms of the target students is the basis of this activity.

Activity II - Reading and Communication Follow-Through

This activity provides follow-up activities in the regular classroom of target students through the use of teacher aides who assist target students by interpreting teacher directions and reinforcing student responses and skills.

Activity III - Guidance Counseling and Cultural Resource Center

This activity is designed to provide two types of instructional activities: (1) experiences dealing with the history, arts, and crafts and cultural values through traditional legends, songs and dances of the local Indian tribe and (2) intensive and individual counseling and guidance services which include educational evaluation and prescription.

FY 73 PHOENIX AREA TITLE I PROJECT

NAME AND ADDRESS OF LEA:

Sherman Indian High School  
Riverside, California

COMPONENT TITLE:  Reading Laboratories	COMPONENT COST:  \$23,243.00
CONTACT PERSON:  Michael Ragsdale	NUMBER OF STUDENT PARTICIPANTS:  200

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSORALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	2) Reading Teachers	2) Teacher Aides	

COMPONENT OBJECTIVES:

Two hundred (200) students in grades 9th through 12th will raise their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
9	50	1.6
10	50	1.5
11	50	1.3
12	50	1.2

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

Pre-Post Biometric Eye-Graph

PROCEDURES:

Activity I - Reading Laboratories

This activity will allow the continuation of two EDL equipped laboratories. One laboratory will utilize the Learning 100 system. The second laboratory will make use of the Reading 300 system.

FY 73 PHOENIX AREA TITLE I PROJECT  
Nevada Agency

NAME AND ADDRESS OF LEA:

Stewart Indian High School  
Stewart, Nevada

COMPONENT TITLE: Communication Skills	COMPONENT COST: \$62,891.00
--	--------------------------------

CONTACT PERSON: William Whipple	NUMBER OF STUDENT PARTICIPANTS: 163
------------------------------------	--

STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Speech Teacher 2) Elem. Teachers		3) Teacher Aides	

COMPONENT OBJECTIVES:

One hundred sixty-four (164) pre-high through twelfth grade students will raise their reading achievement scores as indicated below.

Grade	Number of Students	Increase in M.A.T. Stanine Placement	Increase in Years Achievement		
			C.A.T.	Wide Range Vocab. Test	Stanford Diagnostic
Pre-high	13	2	2	2	2
9th	40	2	2.5	2.5	2.5
10th	45	2	2.5	2.5	2.5
11th	34	2	2	2	2
12th	31	2	2	2	2

EVALUATION:

Pre-Mid-Post Metropolitan and California Achievement Test, Reading

Pre-Post Stanford Diagnostic Reading Test and Wide Range Vocabulary Test

PROCEDURES:

Activity I - EDL Learning 100 Laboratory

This activity will provide for the continuation of a reading laboratory which is separate from the target students' regular classrooms and utilizes Educational Development Laboratory's Learning 100 System approach to reading instruction.

Activity II - Oral Interpretation

This activity will provide target students with oral language experiences through the following activities: reading theater, role playings, improvisations, discussions and creative dramatics.

FY 73 PHOENIX AREA TITLE I PROJECT  
 Truxton Canon Agency

NAME AND ADDRESS OF LEA:

Supai Day School  
 Supai, Arizona

COMPONENT TITLE:  Reading Improvement	COMPONENT COST:  \$22,555.00
CONTACT PERSON:  Robert Hunt, Principal	NUMBER OF STUDENT PARTICIPANTS:  43

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Rdg Teacher	2) Elem. Teachers	1) Teacher Aide	

COMPONENT OBJECTIVES:

Forty-three (43) students in grades 1st through 4th will increase their reading achievement scores as indicated below.

California Achievement Test  
 Reading

Grade	No. of Students	Years of Increase
1	9	1.0
2	8	1.0
3	12	1.0
4	14	1.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

Activity I - Reading Laboratory

This activity will be located in a laboratory setting and will utilize Educational Development Laboratory's LISTEN LOOK LEARN System approach to reading instruction and the Distar Reading Program.

Activity II - Oral Language

This activity is based upon use of the Distar I and II Language Programs to reach fundamental concepts, vocabulary and oral language skills. This activity will occur in the reading laboratory and regular classroom.

Activity III - Field Trips

This activity will consist of a ten day field trip to San Francisco and Salt Lake City and will be designed to stress vocabulary development and oral language skills.



FY 73 PHOENIX AREA TITLE I PROJECT  
Fort Apache Agency

NAME AND ADDRESS OF LEA: Theodore Roosevelt Boarding School Fort Apache, Arizona			
COMPONENT TITLE: Improvement of Basic Reading Skills		COMPONENT COST: \$46,307.00	
CONTACT PERSON: Glen Sorensen, Principal		NUMBER OF STUDENT PARTICIPANTS: 185	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Art Teacher 1) Teacher, Lang. Arts	1) Teacher, Lang. Arts	2) Teacher Aides 1) Attendance Aide	

COMPONENT OBJECTIVES:

One hundred eighty-five (185) students in grades 5th through 8th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
5	26	1.5
6	26	1.5
7	66	2.0
8	67	2.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading

PROCEDURES:

Activity I - Reading Laboratories

This activity will occur in two EDL equipped reading laboratories and will incorporate various learning centers such as: controlled reading, visual training and listening.

Activity II - Materials Center

This activity will provide students with a wide variety of listening and reading materials including Language Master materials to supplement reading laboratory activities.

Activity III - Reading and Language Motivation Through Art

This activity will provide target students opportunities to express themselves and develop interest in arts and crafts activities.

Activity IV - Attendance Services

This activity is designed to improve the attendance record of target students through the services of a liaison person who provides home-school counseling involving school personnel, parents and target group students who exhibit attendance problems.

## R E A D I N G / L A N G U A G E    A R T S

The projects summarized in this section differ from those in the previous section in that they are directed at reading and language deficiencies.

The approaches described within this section vary greatly in the number and type of activities included and the teaching methodology utilized.

For a detailed description of equipment and material mentioned within this section refer to Appendix A.

FY 73 PRIORITY AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:

Blackwater Community School  
Sacaton, Arizona

COMPONENT TITLE:  Total Communication Skills Program		COMPONENT COST:  \$9,899.00	
CONTACT PERSON:  Principal		NUMBER OF STUDENT PARTICIPANTS:  23	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) 1/3 time Educ. Spec (Fine Arts)	1) Prin-Teacher 1) 1/20 time Librarian-Tech.	1) Teacher Aide	

COMPONENT OBJECTIVES:

Twenty-three (23) kindergarten and first grade students will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels.

Eleven (11) first grade students will increase their reading, language, and arithmetic scores as indicated below.

California Achievement Test  
Reading, Language, Arithmetic

Grade	No. of Students	Years of Increase
1	11	1.8

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading-Arithmetic-Language and

"An Inventory of Primary Skills" and "A Psychoeducational Inventory of Basic Learning Abilities" (Kindergarten and first grades)

PROCEDURES:

Activity I - Total Communications Skills Program

This activity will be incorporated into the regular classroom program and will utilize a combination of materials including: Scholastic's Reader's Choice, Cuisenaire Rods and Follet Educational Corporations Move, Grow, Learn Program.

Activity II - Culture and History Education Materials Center

This activity will offer a variety of exploratory fine arts experiences including experiences with traditional Pima art forms. The activity will also include folk and history projects designed to promote student research. Students will be taught to develop their own materials which will then be made available for publication through the center.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:			
Casa Blanca Day School Sacaton, Arizona			
COMPONENT TITLE:		COMPONENT COST:	
Total Communication Skills Program		\$19,434.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Elias Marin, Principal		35	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) 1/10 Time Instructional Specialist	1) 1/20 Time Princ. 1) 1/10 Time Public Health Nurse	1) 2/5 Time Teacher Aide	
1) 2/5 time Instructional Spec.	1) 1/20 Time Librarian-Technician	1) 2/5 Time Teacher Aide	
1) 1/5 Time Educ. Spec (Fine Arts)		1) 1/2 Time Hygiene Aide	
		1) 1/10 Time Teacher Aide	

COMPONENT OBJECTIVES:

Twenty-four (24) students in grades one through four will raise their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
1	8	1.5
2	4	1.2
3	2	1.2
4	10	1.2

Twenty-eight (28) students in grades one through four will raise their language achievement scores as indicated below.

California Achievement Test  
Language

Grade	No. of Students	Years of Increase
1	8	1.5
2	2	1.2
3	6	1.1
4	12	1.2

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading & Language

Pre-Post Durrell Reading Analysis

PROCEDURES:

Activity I - Total Communication Skills Program

This activity will consist of a reading and language laboratory equipped with LISTEN LOOK AND LEARN, Systems 80, Reader's Choice, Language Master and Move, Grow, Learn Materials.

Activity II - Personal Health and Hygiene Program

This activity is designed to provide target students with needed instruction and health services regarding health and hygiene.

Activity III - Culture and History Education Materials Center

This activity will offer a variety of exploratory fine arts experiences including experiences with traditional Pima art forms. The activity will also include folk and history projects designed to promote student research. Students will be taught to develop their own materials which will then be made available for publication through the center.

Activity IV - Field Experience Program

This activity will provide field trip experiences with the intent of developing concepts, vocabulary and oral language facility.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:			
Gila Crossing Day School Sacaton, Arizona			
COMPONENT TITLE:		COMPONENT COST:	
Reading and Language Development Program		\$44,807.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Principal		45	
STAFFING PATTERN			
PROFESSIONALS :		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) 1/10 Time Instr. Specialist	1) 1/5 Time Elem. Teacher	1) 1/2 Time Educ Aide	1) 1/10 Time Teacher Aide
1) 1/5 Time Educ. Spec (Fine Arts)	1) 1/20 Time Librarian-Tech.	1) 2/5 Time Teacher Aide	1) 1/2 Time Counseling Aide (CAP)
1) 1/2 Time Counselor			1) 1/10 Time Secty
1) 2/5 Time Instr. Specialist			1) 1/2 Time Clerk (TWEP)

COMPONENT OBJECTIVES:

Forty (40) students in grades 1 through 5 will raise their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
1	11	1.8
2	14	1.4
3	5	1.2
4	4	.9
5	5	1.7

Forty-four (44) students in grades one through six will raise their language achievement scores as indicated below.

California Achievement Test  
Language

Grade	No. of Students	Years of Increase
1	11	1.8
2	14	1.4
3	6	1.2
4	7	1.7
5	6	1.3

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading & Language

Pre-Post Durrell Reading Analysis



PROCEDURES:

Activity I - Reading and Language Development Laboratory

This activity will provide a laboratory separate from the regular classrooms of target students. This laboratory will be equipped with Educational Developmental Laboratory's LISTEN LOOK LEARN System, Scholastic's Reader's Choice materials and Language Master programs.

Activity II - Individual and Family Counseling and Resource Program

This activity will establish a program to provide students with professional, confidential opportunities to understand and solve personal problems, to locate needed resources and to make them available to students and their families.

Activity III - Culture and History Education Materials Center

This activity will offer a variety of exploratory fine arts experiences including experiences with traditional Pima art forms. The activity will also include folk and history projects designed to promote student research. Students will be taught to develop their own materials which will then be made available for publication through the center.

Activity IV - Field Experience Program

This activity will consist of 21 day-long field trips designed to provide experiences to develop concepts, vocabulary, and oral language facility.

FY 73 PHOENIX AREA TITLE I PROJECT  
Hopi Agency...

NAME AND ADDRESS OF LEA:

Hopi Day School  
Oraibi, Arizona

COMPONENT TITLE:  Remedial Reading and Oral Language Program	COMPONENT COST:  \$31,233.00
CONTACT PERSON:  Ray K. Wood, Principal	NUMBER OF STUDENT PARTICIPANTS:  95

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	1) Rdg Teacher 3) Elem. Teachers 1) Librarian	3) Teacher Aides	

COMPONENT OBJECTIVES:

Ninety-five (95) students in grades 4th through 8th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
4	6	1.2
5	5	1.2
6	7	1.2
7	40	1.2
8	37	1.2

Sixty two (62) students in grades 4th through 8th will increase their language achievement scores as indicated below.

California Achievement Test  
Language

Grade	No. of Students	Years of Increase
4	5	1.2
5	3	1.2
6	7	1.2
7	19	1.2
8	28	1.2

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading & Language

Pre-Post Peabody Picture Vocabulary Test

PROCEDURES:

Activity I - Reading Laboratory

This activity is located in a reading laboratory separate from the regular classroom of target students and utilizes a variety of systems and equipment designed to remediate specific reading problems.

Activity II - Oral Language Activities

This activity incorporates the use of video tape equipment to provide target students opportunities to increase their oral language skills.

Activity III - An Intensive Resource Center

This activity consists of supplementary reading room incorporating high interest, low vocabulary reading materials and listening materials. This activity is designed to promote interest and enjoyment in reading.

Activity V - Reading and Oral Language Deficiency Attacked Through  
the Content Areas

This activity will incorporate audio-visual aides in the regular classroom to enhance vocabulary understanding and oral language usage.

FY 73 PHOENIX AREA TITLE I PROJECT  
Hopi Agency

NAME AND ADDRESS OF LEA:

Hotevilla Day School  
Hotevilla, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Comprehensive Remedial Reading Program		\$22,017.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Vernon Masayesva - Principal		42	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Rdg Teacher		1) ½ Time Teacher Aide 1) Teacher Aide	

COMPONENT OBJECTIVES:

Forty-two (42) students in grades first through sixth will increase their reading and language achievement scores as indicated on following page.

California Achievement Test  
Reading & Language

Grade	No. of Students	Years of Increase
1	6	.9
2	9	.9
3	5	.9
4	8	.9
5	7	.9
6	7	.9

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading & Language

PROCEDURES:

Activity I - Follow-Through Supplemental Program

Under this activity the reading teacher and aide will provide one-to-one tutoring utilizing the Sullivan Reading Series.

Activity II - LISTEN LOOK LEARN Program

This activity will be located in a laboratory setting separate from the regular classroom and will utilize EDL's LISTEN LOOK LEARN System to attack specific reading problems of target students.

\* Educational Developmental Laboratories, Inc.

FY 73 PHOENIX AREA TITLE I PROJECT  
 Fort Apache Agency

NAME AND ADDRESS OF LEA:

John F. Kennedy Day School  
 Cedar Creek, Arizona

COMPONENT TITLE:  Reading, Language Development	COMPONENT COST:  \$37,428.00
CONTACT PERSON:  Perry Moss, Principal	NUMBER OF STUDENT PARTICIPANTS:  61

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) 1/5 Time Art Teacher 1) Elem Teacher (Replacement)	1) Teacher, Lang. Arts	3) Teacher Aides	

COMPONENT OBJECTIVES:

Sixty-one (61) students in grades 1st through 7th will increase their reading and language achievement scores as indicated below.

California Achievement Test  
 Reading and Language

Grade	No. of Students	Years of Increase
1	15	1.0
2	18	1.0
3	9	1.5
4	9	1.5
5	5	1.5
6	1	1.5
7	4	1.5

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading and Language

PROCEDURES:

Activity I - Reading Laboratory

This activity will be contained in a setting separate from the regular classroom and will incorporate several system approaches to reading instruction. The systems to be used include: Controlled Reading, Aud-X, System 80, Language Master and Tach-X. Teacher Aides will provide follow-up exercises in the regular classroom.

Activity II - Field Trips

This activity will consist of one extended day and two overnight field trips. The field trips will be designed to stimulate interest in learning and to provide focal points around which communication skills can be developed.

Activity III - Art as Language Motivation

This activity will provide art experiences designed to motivate target group students' interest in reading, oral and written communication skills.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA: Kerwo Day School Sells, Arizona			
COMPONENT TITLE: Reading and Related Language Arts		COMPONENT COST: \$11,080.00	
CONTACT PERSON: Mitchell Parks, Coordinator		NUMBER OF STUDENT PARTICIPANTS: 48	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	3) Elem. Teacher	1) 7/8 Time Teacher Aide 1) 1/2 Time Teacher Aide 1) Teacher Aide (Full time)	

COMPONENT OBJECTIVES:

Forty-eight (48) students in grades B through 5 will raise their reading and language scores as indicated below.

Test of Basic Experience

Grade	No. of Students	Stanine Placement
B	13	2
4-1	10	2



California Achievement Test  
Reading & Language

Grade	No. of Students	Years of Increase
2	10	.9
3	7	.7
4	3	.7
5	5	.6

EVALUATION:

Pre-Mid-Post Test of Basic Experiences

Pre-Mid-Post California Achievement Test, Reading and Language

PROCEDURES:

Activity I - LISTEN LOOK LEARN Laboratory

This activity will involve EDL's LISTEN LOOK LEARN System of reading instruction established in a self-contained laboratory setting.

Activity II - The Utilization of Art in Reading

This activity will involve the teaching and encouragement of the teaching of art in elementary school classes with an emphasis on the students' Papago cultural heritage and general Indian heritage, as motivation and stimulation for reading activities.

Activity III - Mobile Study Units

This activity will involve the establishment of mobile study units which will provide personnel and a facility for educational activities after school in isolated communities.

FY 73 PHOENIX AREA TITLE I PROJECT  
Hopi Agency

NAME AND ADDRESS OF LEA: Polacca Day School Polacca, Arizona			
COMPONENT TITLE: Reading Language Laboratories		COMPONENT COST: \$20,223.00	
CONTACT PERSON: Fritz Poocha, Principal		NUMBER OF STUDENT PARTICIPANTS: 85	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
		2) Teacher Aides	

COMPONENT OBJECTIVES:

Eighty-five (85) students in grades 3rd through 6th will increase their reading achievement scores as indicated below.

California Achievement Test  
Reading

Grade	No. of Students	Years of Increase
3	30	1.0
4	12	1.0
5	15	1.0
6	28	1.0

Fifty (50) students in grades 3rd through 6th will increase their language achievement scores as indicated on the following page.

California Achievement Test  
Language

Grade	No. of Students	Years of Increase
3	13	1.0
4	8	1.0
5	10	1.0
6	19	1.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading and Language

PROCEDURES:

Activity I - Reading and Language Laboratory

This activity will be centered in a laboratory separate from the regular classroom of the target students. The laboratory will utilize Aud-X, Systems 80, Controlled Reader, a Learning Resource Center and a leisure Reading Lounge to attack student reading deficiency.

Activity II - Oral Language Development

This language expression activity will provide oral expression activities in English through the use of tape recorders, speech experiences and dramatization utilizing play and puppet shows.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:  St. John's Elementary School Laveen, Arizona	
COMPONENT TITLE:  Reading and Language Development Program	COMPONENT COST:  \$27,732.00
CONTACT PERSON:  Father Solano, Superintendent	NUMBER OF STUDENT PARTICIPANTS:  57

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) ½ Time Instructional Spec. 1) ¼ Time Counselor 1) 1/5 Time Education Specialist (Fine Arts)	3) 1/10 Time Teachers (Elem.)	1) ½ Time Teacher	1) 1/20 Time Secty 1) ¼ Time Clerk (TWEP)

COMPONENT OBJECTIVES:

Fifty-four (54) students in grades one through seven will raise their reading achievement scores as indicated below.

California Achievement  
Test - Reading

Grade	No. of Students	Years of Increase
1	9	1.8
2	7	1.0
3	8	1.5
4	13	1.1
5	6	1.6
6	5	1.2
7	6	1.8

Fifty-five (55) students in grades one through seven will raise their language achievement scores as indicated below.

California Achievement Test  
Language

Grade	No. of Students	Years of Increase
1	9	1.8
2	6	1.1
3	8	1.8
4	13	1.5
5	8	1.3
6	8	1.4
7	3	1.4

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading and Language

Pre-Post Durrell Reading Analysis

PROCEDURES:

Activity I - Reading and Language Development Laboratory

This activity consists of a reading laboratory equipped with LISTEN LOOK LEARN: Language Master, Systems 80 and Reader's Choice materials.

Activity II - Individual and Family Counseling Resource Program

This activity is designed to provide individual counseling opportunities for 20 target students and when appropriate, their families and teachers.

Activity III - Culture and History Education Materials Center

This activity will provide a facility and personnel to enable students to complete homework assignments at school when home conditions are prohibitive or when students need tutorial services.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Santa Rosa Boarding School  
Sells, Arizona

COMPONENT TITLE: Reading & Related Language Arts		COMPONENT COST: \$70,358.00	
CONTACT PERSON: Mitchell Parks		NUMBER OF STUDENT PARTICIPANTS: 202	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Remedial Rdg Teacher	5) Elem. Teachers	7) Teacher Aides	

COMPONENT OBJECTIVES:

Two hundred and two (202) students in grades beginner through eighth will raise their reading and language scores as indicated below.

Tests of Basic Experience

Grade	No. of Students	Increase in Stanine Plcmt
B 1	1 28	2 2

California Achievement Test

Grade	No. of Students	Increase in Yrs Achievement
2	18	.9
3	20	.7
4	30	.7
5	22	.6
6	22	.6
7	23	.6
8	22	.6

EVALUATION:

Pre-Mid-Post Test of Basic Experience

Pre-Mid-Post California Achievement Test, Reading and Language

Pre-Mid-Post Gray Oral Reading Test

PROCEDURES:

Activity I - LISTEN LOOK LEARN Laboratory

This activity will involve EDL's\* LISTEN LOOK LEARN System of reading instruction established in a self contained laboratory setting.

Activity II - Remedial Reading Laboratory

This activity will provide individual remedial tutoring for target students. Special methodology will incorporate video tape equipment, art, workbook exercises, tapes, language master activities, and high interest-low vocabulary books.

Activity III - The Utilization of Art in Reading

This activity will involve the teaching and encouragement of the teaching of art in elementary school classes with an emphasis on the students' Papago cultural heritage and general Indian heritage, as motivation and stimulation for reading activities.

\* Educational Developmental Laboratories, Inc.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Santa Rosa Ranch Day School  
Sells, Arizona

COMPONENT TITLE:  Reading and Related Language Arts	COMPONENT COST:  \$6,094.00
CONTACT PERSON:  Mitchell Parks, Coordinator	NUMBER OF STUDENT PARTICIPANTS:  22

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	1) Elem. Teacher	1) 7/8 Time Education Aide	

COMPONENT OBJECTIVES:

Twenty-two (22) students in grades beginners through sixth will raise their reading and language scores as indicated below.

Test of Basic Experience

Grade	Number of Students	Increase in Stagnant Placement
B	3	2
1	2	2



California Achievement Test  
Reading and Language

Grade	No. of Students	Increase in Yrs Achvmt
2	4	.9
3	3	.7
4	4	.7
5	2	.6
6	4	.6

EVALUATION:

Pre-Mid-Post Test of Basic Experience

Pre-Mid-Post California Achievement Test, Reading and Language

Pre-Mid-Post Gray Oral Reading Test

PROCEDURES:

Activity I - LISTEN LOOK LEARN Laboratory

This activity will involve EDL's LISTEN LOOK LEARN System of reading instruction established in a self-contained laboratory setting.

Activity II - The Utilization of Art in Reading

This activity will involve the teaching and encouragement of the teaching of art in elementary school classes with an emphasis on the students' Papago cultural heritage and general Indian heritage as motivation and stimulation for reading activities.

\* Educational Developmental Laboratories, Inc.

FY 73 PHOENIX AREA TITLE I PROJECT

NAME AND ADDRESS OF LEA:

Second Mesa Day School  
Second Mesa, Arizona

COMPONENT TITLE:

Reading & Communication Skills

COMPONENT COST:

\$47,332.00

CONTACT PERSON:

Wellesley Hodgins, Principal

NUMBER OF STUDENT PARTICIPANTS:

40

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Remedial Rdg Teacher		1) Teacher Aide	
1) Language Arts Teacher			
1) Music Teacher			

COMPONENT OBJECTIVES:

Forty (40) students in grades 4th through 6th will increase their reading and language achievement scores as indicated below.

California Achievement Test  
Reading & Language

Grade	No. of Students	Years of Increase
4	19	1.6
5	14	1.6
6	7	1.6

EVALUATION:

Pre-Mid-Post California Achievement Test, Reading & Language

Pre-Mid-Post Test of Proficiency in English as a Second Language

PROCEDURES:

Activity I - Reading & Communication Skills

This activity consists of a separate laboratory equipped with several system approaches to reading instruction. Among the systems included are Systems 80, Language Master, Aud-X, Tach-X and Controlled Readers.

Activity II - Improving Language Through Music

This activity will provide target students the opportunity to express themselves through several activities including: listening to verse in song, speech through singing and understanding through dance.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Vaya Chin Day School  
Sells, Arizona

COMPONENT TITLE: Reading and Related Language Arts	COMPONENT COST: \$15,512.00
CONTACT PERSON: Mitchell Parks, Coordinator	NUMBER OF STUDENT PARTICIPANTS: 70

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	3) Elem. Teachers	1) 7/8 Time Education Aide 1) 1/2 Time Education Aide 1) Full Time Education Aide	

COMPONENT OBJECTIVES:

Seventy (70) students in grades beginner through fourth will raise their reading and language scores as indicated below.

Tests of Basic Experiences

Grade	No. of Students	Stanine Placement
B	15	2
1	13	2

California Achievement Test  
Reading and Language

Grade	No. of Students	Increase in Yrs Achievement
2	9	.9
3	19	.7
4	14	.7

EVALUATION:

Pre-Mid-Post Tests of Basic Experiences

Pre-Mid-Post California Achievement Test, Reading and Language

Pre-Mid-Post Gray Oral Reading Test

PROCEDURES:

Activity I - LISTEN LOOK LEARN Laboratory

This activity will involve EDL's LISTEN LOOK LEARN System of reading instruction established in a self-contained laboratory setting.

Activity II - The Utilization of Art in Reading

This activity will involve the teaching and encouragement of the teaching of art in elementary school classes with an emphasis on the students' Papago cultural heritage and general Indian heritage, as motivation and stimulation for reading activities.

Activity III - Mobile Study Units

This activity will involve the establishment of mobile study units which will provide personnel and facility for education activities after school in isolated communities.

O R A L      L A N G U A G E

This section summarizes the one project in the Phoenix Area that is directed at specific oral language skills.

FY 73 PHOENIX AREA TITLE I PROJECT  
Fort Apache Agency

NAME AND ADDRESS OF LEA:

Cibecue Day School  
Cibecue, Arizona

COMPONENT TITLE:  Oral Language is Fun	COMPONENT COST:  \$31,122.00
CONTACT PERSON:  Glen Marshall, Principal	NUMBER OF STUDENT PARTICIPANTS:  60

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	3) Elem. Teachers	1) ½ Time Attendance Clerk 2) Teacher Aides	

COMPONENT OBJECTIVES:

Sixty (60) students in grades Kindergarten through 2nd will increase their language scores as indicated below.

Language Test of Oral Production

Grade	No. of Students	Years of Increase
Kinder- garten	20	30-60
Pre-First	20	30-60
1	10	30-60
2	10	30-60

EVALUATION:

Pre-Post Southwest Cooperative Educational Laboratory.

Mid-Post California Achievement Test, Language.

A random sample of students not in the target group but in corresponding grades will undergo the same evaluation as a control group.

PROCEDURES:

Activity I - Oral Language Program

This activity is based upon an oral language program published by the Southwest Cooperative Educational Laboratory. The program consists of a set of structured daily lessons designed to improve the English language skills of five to seven year old children who are not proficient in the English language.

Activity II - Kid Katcher

A local individual will be employed to act as a liaison person in an attempt to improve attendance records of target group students.

Activity III - Field Trips

Three local, three extended day and three overnight field trips will be utilized to broaden the experiential background of target students.



## M A T H E M A T I C S

The projects summarized in the following section have in common, objectives in the cognitive domain of arithmetic. The approaches and techniques differ from the use of manipulatives to a computerized math program. The projects encompass grades one through twelve.

For a detailed description of the materials and equipment mentioned in the following project summaries please refer to Appendix B.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:

Casa Blanca Day School  
Sacaton, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Mathematical Understandings Program		\$9,708.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Patricia Higginbotham		32	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) ½ time Instructional Spec.	1) ½ time Teacher (Elementary)	1) ½ time Aide	

COMPONENT OBJECTIVES:

Thirty-five students in grades one through four will raise their math achievement scores as indicated below:

California Achievement  
Test - Arithmetic

Grade	No. of Students	Years of Increase
1	8	1.8
2	9	1.0
3	9	1.6
4	6	1.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

Pre-Post Bobbs-Merrill Arithmetic Achievement Test

PROCEDURES:

Activity I - Mathematical Understandings Program

This activity will be conducted outside the target students' regular classroom in a laboratory setting utilizing several arithmetic systems such as, Cuisenaire, Maths Minilab and Shoobox Kits.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:

Gila Crossing Day School  
Sacaton, Arizona

COMPONENT TITLE:	COMPONENT COST:
Mathematical Understandings Program	\$9,723.00
CONTACT PERSON:	NUMBER OF STUDENT PARTICIPANTS:
Principal	38

STAFFING PATTERN			
PROFESSIONALS		PARA-PROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) ½ time Instructional Spec.	1) 1/5 Teacher, Elementary	1) ½ time Teacher Aide	

COMPONENT OBJECTIVES:

Thirty-eight students in grades one through five will raise their arithmetic achievement scores as indicated below.

California Achievement  
Test - Arithmetic

Grade	No. of Students	Years of Increase
1	9	1.8
2	14	1.6
3	10	1.3
4	1	1.5
5	4	1.3

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic

Pre-Post Bobbs-Merrill Arithmetic Achievement Tests

PROCEDURES:

Activity I - Mathematical Understandings Program

This activity will take place outside of the target students' regular classroom and will be designed around an active-learning approach to arithmetic allowing students manipulatory, and experimental discovery experiences. Among the materials to be used are the Cuisenaire program, Math Minilab and Shoebox Kits.

FY 73 PHOENIX AREA TITLE I PROJECT

Hopi Agency

NAME AND ADDRESS OF LEA.

Keams Canyon Boarding School  
Keams Canyon, Arizona

COMPONENT TITLE:

Arithmetic Fundamentals and Mathematical Concepts

COMPONENT COST:

\$23,592.00

CONTACT PERSON:

Grace Christiansen, Principal

NUMBER OF STUDENT PARTICIPANTS:

67

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	1) Teacher (Math)		

COMPONENT OBJECTIVES:

Sixty-seven (67) students in grades 6th through 8th will increase their arithmetic achievement scores as indicated below.

G.A.T. - Arithmetic

Grade	No. of Students	Years of Increase
6	15	1.2
7	23	1.2
8	30	1.2

EVALUATION:

Pre-mid-post California Achievement Test, Arithmetic.

PROCEDURES:

Activity I - Math Laboratory

This activity will be centered in a laboratory separate from the target students regular classroom. The laboratory approach will offer students an opportunity for individualized math instruction based upon need.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Kerwo Day School  
Sells, Arizona

COMPONENT TITLE:

Mathematics Intensification

COMPONENT COST:

\$2,328.00

CONTACT PERSON:

Mitchell Parks, Title I Coordinator

NUMBER OF STUDENT PARTICIPANTS:

12

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Educ. Spec. (Math) 1/10 time	2) Elem. Teachers	1) 1/8 time Educ. Aide 1) 1/2 time Education Aide	

COMPONENT OBJECTIVES:

Twelve (12) students in grades 3rd through 4th will increase their arithmetic achievement scores as indicated on next page.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
3	7	.9
4	5	.7

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic

PROCEDURES:

Activity I - Mathematics Program

This activity will provide the teaching and consultive services of a mathematics specialist. The specialist will conduct small group tutorial sessions and coordinate regular classroom teacher efforts.

Activity II - Mobile Study Units

This activity will involve the establishment of mobile study units which will provide personnel and a facility for educational activities after school in isolated communities.

FY 73 PHOENIX AREA TITLE I PROJECT

Hopi Agency

NAME AND ADDRESS OF IEA:

Polacca Day School  
Polacca, Arizona

COMPONENT TITLE:

Remedial Math Program

COMPONENT COST:

\$11,536.00

CONTACT PERSON:

Fritz Poocha, Principal

NUMBER OF STUDENT PARTICIPANTS:

32

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	1) Math Teacher	1) Teacher Aide	

COMPONENT OBJECTIVES:

Thirty-two (32) students in grades 4th through 6th will increase their arithmetic achievement scores as indicated below.

California Achievement  
Test - Arithmetic

Grade	No. of Students	Years of Increase
4	12	1.5
5	3	1.5
6	17	1.6

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.



PROCEDURES:

Activity I - Remedial Math Area

This activity will take place in a portion of a regular classroom which has been partitioned to provide a separate work area. Activities will be presented auditorily, visually and tactilly.

Activity II - Field Trips

This activity will consist of two overnight and two extended day field trips designed to create practical avenues for the application of learned skills and math concepts.

FY 73 PHOENIX AREA TITLE I PROJECT

Pima Agency

NAME AND ADDRESS OF LEA:

St. John's Elementary School  
Laveen, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Mathematical Understandings Program		\$9,723.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Father Solano, Superintendent		64	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) ½ time Instructional Specialist	3) 1/10 time Teachers (Elementary)	1) ½ time Teacher Aide	

COMPONENT OBJECTIVES:

Students in grades one through seven will raise their arithmetic achievement scores as indicated below.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
1	10	1.8
2	6	1.4
3	8	1.5
4	15	1.4
5	5	1.4
6	11	1.3
7	9	1.5

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

Pre-Post Bobbs-Merrill Arithmetic Achievement Tests.

PROCEDURES:

Activity I - Mathematical Understandings Program

This activity will be located in the regular classroom of the target students and will utilize several arithmetic programs including Cuisenaire, Math Minilab, and Shoebox Kits.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:			
Santa Rosa Boarding School Sells, Arizona			
COMPONENT TITLE:		COMPONENT COST:	
Mathematics Intensification		\$17,266.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Mitchell Parks, Title I Coordinator		89	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSTONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Educ. Specialist (Math) 3/5 time		1) Teacher Aide 3/5 time	

COMPONENT OBJECTIVES:

Eighty-nine (89) students in grades 5th through 8th will increase their arithmetic achievement scores as indicated below.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
5	22	.9
6	23	.8
7	22	.8
8	22	.8

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

PROCEDURES:

Activity I - Mathematics Program

This activity will provide the teaching and consultive services of a mathematics specialist. The specialist will conduct small group tutorial sessions and coordinate regular classroom teacher efforts.

FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Santa Rosa Ranch Day School  
Sells, Arizona

COMPONENT TITLE: Mathematics Intensification	COMPONENT COST: \$1,746.00		
CONTACT PERSON: Mitchell Parks, Title I Coordinator	NUMBER OF STUDENT PARTICIPANTS: 9		
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	1) Elem. Teacher	1) 1/8 time Teacher Aide	

COMPONENT OBJECTIVES:

Nine (9) students in grades 4th through 6th will raise their arithmetic achievement scores as indicated below.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
4	4	.9
5	2	.5
6	3	1.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

PROCEDURES:

Activity I - Mathematics Program

This activity will provide the teaching and consultive services of a mathematics specialist. The specialist will conduct small group tutorial sessions and coordinate regular classroom teacher efforts.

FY 73 PHOENIX AREA TITLE I PROJECT

NAME AND ADDRESS OF LEA:

Sherman Indian High School  
Riverside, California

COMPONENT TITLE:		COMPONENT COST:	
Computerized Math Laboratory		\$50,445.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Michael Ragsdale, Coordinator		100	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Math Teacher		1) Teacher Aide	

COMPONENT OBJECTIVES:

One hundred (100) students in grades 9th through 12th will increase their arithmetic achievement scores as indicated below.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
9	25	2.0
10	25	2.0
11	25	2.0
12	25	2.0

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

PROCEDURES:

Activity 1 - Computerized Mathematics Laboratory

This activity will provide the existent Individualized Math Program with programmable printing calculators (Compucorp's 025 Educators and Tutor Computers) and programs in order to offer the needed opportunity for individualized student drill.

FY 73 PHOENIX AREA TITLE I PROJECT  
Fort Apache Agency

NAME AND ADDRESS OF LEA:

Theodore Roosevelt Boarding School  
Fort Apache, Arizona

<u>COMPONENT TITLE:</u> Mathematics Laboratory		<u>COMPONENT COST:</u> \$10,470.00	
<u>CONTACT PERSON:</u> Glen Sorensen, Principal		<u>NUMBER OF STUDENT PARTICIPANTS:</u> 25	
<u>STAFFING PATTERN</u>			
<u>PROFESSIONALS</u>		<u>PARAPROFESSTONALS</u>	
<u>TITLE I</u>	<u>REGULAR PROGRAM</u>	<u>TITLE I</u>	<u>REGULAR PROGRAM</u>
		1) Teacher Aide	

COMPONENT OBJECTIVES:

Twenty-five (25) students in grades 5th through 8th will increase their arithmetic achievement scores as indicated on next page.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
5	1	2.0
6	2	2.0
7	5	1.5
8	17	1.5

EVALUATION:

Pre-Mid-Post: California Achievement Test, Arithmetic.

PROCEDURES:

Activity I - Mathematics Laboratory

This activity will be located apart from the regular classrooms and will incorporate Systems 80 and EDL math systems to remediate math deficiencies of target students.



FY 73 PHOENIX AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Vaya Chin Day School  
Sells, Arizona

COMPONENT TITLE: Mathematics Intensification		COMPONENT COST: \$7,566.00	
CONTACT PERSON: Mitchell Parks, Coordinator		NUMBER OF STUDENT PARTICIPANTS: 39	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Educ. Spec. (math) 3/10 time	2) Elem Teachers	1) 1/8 time Educ. Aide 1) 1/2 time Education Aide	

COMPONENT OBJECTIVES:

Thirty-nine (39) students in grades 4th through 5th will increase their arithmetic achievement scores as indicated below.

California Achievement Test  
Arithmetic

Grade	No. of Students	Years of Increase
4	24	.9
5	15	.9

EVALUATION:

Pre-Mid-Post California Achievement Test, Arithmetic.

PROCEDURES:

Activity I - Mathematics Program

This activity will provide the teaching and consultive services of a mathematics specialist. The specialist will conduct small group tutorial sessions and coordinates regular classroom teacher efforts.

Activity II - Mobile Study Units

This activity will involve the establishment of mobile study units which will provide personnel and facility for educational activities after school in isolated communities.

## S P E C I A L    E D U C A T I O N

The following projects are directed at handicapped Indian children and reflect an attempt to provide much needed special education services for elementary school students. While the two projects described within this section differ in scope and design, both projects reflect a sincere effort to meet the complexities of providing special education services in a sparsely populated area.

For a description of a special education activity in a secondary school please refer to the Phoenix Indian High School project summarized in the Total Curriculum Modification section.

FY 73 PRIORITY AREA TITLE I PROJECT  
Papago Agency

NAME AND ADDRESS OF LEA:

Santa Rosa Ranc. Day School  
Sells, Arizona

COMPONENT TITLE:  Normalization of Learning Disabilities Center	COMPONENT COST:  \$27,540.00
CONTACT PERSON:  Mitchell Parks, Coordinator	NUMBER OF STUDENT PARTICIPANTS:  31

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Special Education Teacher		1) Teacher Aide	

COMPONENT OBJECTIVES:

Sixteen (16) students in grades beginner and first will demonstrate growth as indicated below:

Test of Basic Experience

Grade	No. of Students	Stanine Growth
B	1	3
1	15	2

Fifteen (15) students in grades second through fourth will demonstrate an improvement in California Achievement Test scores as indicated on the following page.

California Achievement Test

Grade	No. of Students	Growth in Y. a.s.
2	4	.7
3	7	.7
4	4	.7

EVALUATION:

Pre-Mid-Post California Achievement Test

Pre-Mid-Post Test of Basic Experiences

PROCEDURES:

Activity I - Normalization of Learning Disabilities Center

This activity will provide a diagnostic and special education resource center for the four Bureau of Indian Affairs schools on the Papago reservation. Target students will be brought to the center for educational evaluation and prescription. Center staff will provide follow up support once the students are returned to their regular classrooms.

Activity II - Home Living Center

This activity will provide for the living needs of target group students during their involvement in the Center activities.

FY 73 PHOENIX AREA TITLE I PROJECT  
Pima Agency

NAME AND ADDRESS OF LEA:

Casa Blanca Day School  
Sacaton, Arizona

COMPONENT TITLE:  Special Education Program		COMPONENT COST:  \$22,597.00	
CONTACT PERSON:  Elias Marin, Principal		NUMBER OF STUDENT PARTICIPANTS:  25	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Spec. Education Teacher.		1) Teacher Aide	

COMPONENT OBJECTIVES:

- a. The two (2) educably mentally retarded children in kindergarten will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "An Inventory of Primary Skills" and "A Psychoeducational Inventory of Basic Learning Abilities."
- b. The two (2) children with learning disabilities in grade one will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "An Inventory of Primary Skills" and "A Psychoeducational Inventory of Basic Learning Abilities." These two (2) students will have achievement scores of 1.5 years in May 1973 as measured by the California Achievement Test, total battery.
- c. The two (2) educably mentally retarded children in grade 2 will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "A Psychoeducational Inventory of Basic Learning Abilities." These two (2) students will raise their achievement scores by .8 years as measured by the California Achievement Test, total battery. Average

yearly growth of these two (2) students has been .4 years, and FY 1972 testing in October and January indicates that these students cannot be expected to gain at all in grade 2.

- d. The two (2) children with learning disabilities in grade 3 will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "A Psychoeducational Inventory of Basic Learning Abilities." These two (2) students will raise their achievement scores by .8 years as measured by the California Achievement Test, total battery. Average yearly growth of these two (2) students has been .6 years, and FY 1972 testing in October and January indicates that these students can be expected to regress .2 years in grade 3.
- e. The two (2) educably mentally retarded children in grade 4 will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "A Psychoeducational Inventory of Basic Learning Abilities." These two (2) students will raise their achievement scores by .8 years as measured by the California Achievement Test, total battery. Average yearly growth of these two (2) students has been .5 years and FY 1972 testing in October and January indicates that these students cannot be expected to gain at all in grade 4.
- f. The two (2) children with learning disabilities in grade 4 will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "A Psychoeducational Inventory of Basic Learning Abilities." These two (2) students will raise their achievement scores by .8 years as measured by the California Achievement Test, total battery. Average yearly growth of these two (2) students has been .5 years and FY 1972 testing in October and January indicates that these students cannot be expected to gain at all in grade 4.
- g. Additional children (of the thirteen already referred for testing and any others who may be referred) with learning disabilities and/or emotional disturbances as evaluated by a qualified psychometrist will demonstrate their ability to perform specific learning tasks commensurate with their developmental and ability levels as measured by "A Psychoeducational Inventory of Basic Learning Abilities." They will raise their achievement scores by .8 years as measured by the California Achievement Test, total battery.

EVALUATION:

- a. Pre-Mid-Post "An Inventory of Primary Skills" (Kindergarten & 1st Grade)
- b. Pre-Mid-Post "A Psychoeducational Inventory of Basic Learning Abilities" (Kindergarten through 4th grade)

- c. Pre-Mid-Post California Achievement Test, total battery results  
(grades 1-4)

PROCEDURES:

Activity I - Special Education Program

This activity will provide diagnostic and prescriptive educational services for handicapped target students through the use of a resource room and an itinerate teaching approach.



## P H Y S I C A L   E D U C A T I O N

This section summarizes three projects concerned with physical education objectives. The projects encompass grades one through twelve.

BY 73 PHOENIX AREA TITLE I PROJECT

Hopi Agency

NAME AND ADDRESS OF LEA:

Keams Canyon Boarding School  
Keams Canyon, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Physical Fitness		\$22,886.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Grace Christiansen, Principal		243	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Physical Educ. Specialist	1) Rec. Specialist	2) Phys. Education Aides	

COMPONENT OBJECTIVES:

Ninety-seven (97) children 6 through 9 years of age will raise their physical fitness scores to the 60th percentile or higher as measured by the Glover Youth Fitness Test.

Fifty-five (55) children 10 through 11 years of age will raise their physical fitness scores to the 50th percentile or higher as measured by the President's Test on Physical Fitness.

Ninety-one (91) children 12 through 14 years of age will raise their scores to the 60th percentile or higher as measured by the President's Test on Physical Fitness.

EVALUATION:

Pre-Mid-Post Glover Youth Fitness Test

Pre-Mid-Post President's Test on Physical Fitness

PROCEDURES:

Activity I - Physical Fitness and Health Education

This activity is designed to provide physical education activities both during and after school hours. The in-school program will be designed to alleviate deficiencies found during pre-testing. This program will provide a variety of exercises including: tumbling, gymnastics, rhythmic and eye-hand coordination. The after-school program will involve students extra-curricular activities such as: team sports, drill teams, scouting, hiking and dancing.

FY 73 PHOENIX AREA TITLE I PROJECT  
Salt River Agency

NAME AND ADDRESS OF LEA:

Salt River Day School  
Scottsdale, Arizona

COMPONENT TITLE:		COMPONENT COST:	
Physical Fitness Instruction		\$10,398.00	
CONTACT PERSON:		NUMBER OF STUDENT PARTICIPANTS:	
Principal		125	
STAFFING PATTERN			
PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
1) Physical Education Teacher		2) Teacher Aides	

COMPONENT OBJECTIVES:

One hundred twenty-five (125) children will raise their mean physical fitness scores to the 50th percentile as measured by the Glover Youth Fitness Test of the A.A.H.P.E.R. Test of Physical Fitness.

EVALUATION:

Pre-Mid-Post Glover Youth Fitness Test (students from 6 to 9 years of age)

Pre-Mid-Post A.A.H.P.E.R. Test of Physical Fitness (students from 10 to 12 years of age)

PROCEDURES:

Activity 1 - Physical Education

This activity consists of an individualized program designed to provide a variety of activities and exercises to remediate diagnosed deficiencies. Activities will include a structured exercise program, field events, team sports, various indoor games, a swimming class and a gymnastic class.

FY 73 PHOENIX AREA TITLE I PROJECT

NAME AND ADDRESS OF LEA:

Sherman Indian High School  
Riverside, California

COMPONENT TITLE:  Adapted Physical Education	COMPONENT COST:  \$9,756.00
CONTACT PERSON:  Michael Ragsdale	NUMBER OF STUDENT PARTICIPANTS:  90

STAFFING PATTERN

PROFESSIONALS		PARAPROFESSIONALS	
TITLE I	REGULAR PROGRAM	TITLE I	REGULAR PROGRAM
	2) Physical Education Teachers		

COMPONENT OBJECTIVES:

Ninety (90) girls will raise their mean physical fitness scores to the 50th percentile or higher, as measured by the A.A.H.P.F.R. Test of Physical Fitness.

EVALUATION:

Pre-Mid-Post A.A.H.P.F.R. Test of Physical Fitness

PROCEDURES:

Activity 1 - Physical Education

This activity will provide a variety of exercises designed to correct specific physical weaknesses of target group students.

Among the included activities are weight training and a gymnastics program.

A P P E N D I C E S

A P P E N D I X   A

A Description of Materials

Used in Reading/Language Art Components

DISTAR READING PROGRAM:

The Distar Reading Program is a highly structured intensive curriculum of instruction in reading skills. It helps students gain systematic words decoding skills, while at the same time developing comprehension skills. The teacher's kit supplies detailed instructions for class drill and oral activities as well as useful charts and other visual materials. The students' "take homes" and wordbooks, provide appropriate individual activities, requiring silent reading and written responses. A class library of storybooks offers the children enjoyable reading experiences at their reading level.

LANGUAGE MASTERS:

Language Masters are supplementary and complementary equipment and material which should be applied to specific problems. They may be used to extend individualized drill on specific items, to provide extra time and practice for slow learners and to help individual students as the need occurs.

LANGUAGE MASTERS:

Language Masters are suited particularly to individual study and practice of vocabulary words, phonetic and linguistic analysis, language patterns and spelling.

LEARNING 100:

Learning 100 is an integrated total system of reading



instruction. It does not supplement basal or traditional system which have failed so many of the Indian students already. Rather, it offers the students all modes needed for success in reading.

Non-readers are offered a thorough readiness program emphasizing following directions, word configuration, phonetic analysis, spatial relationships and listening comprehension. Special emphasis is devoted to developing oral communication skills.

The system is self-pacing and individualized because no student moves into the reading cycles until he is ready to read. Also each student progresses to a high level of abilities only after he becomes proficient in the lower level of that ability.

The laboratory contains various learning centers such as: controlled reading visual training, and listening. Students move freely as they pace themselves through the cycles of learning. Cycles of learning and instruction contain constant reinforcement and check points for the teacher's evaluation of student progress.

#### LISTEN, LOOK AND LEARN:

Listen, Look and Learn is a system of oral language development and beginning reading instruction which combines development of all communication skills from readiness through

primary language mastery.

It makes possible more thorough teaching and learning through:

- (1) introduction of concepts and skills in careful sequence, from simple to complex, to insure successful performance;
- (2) immediate reinforcement of initial learning of concepts and skills coupled with distributed practice to insure retention;
- (3) repeated exposures to the same concept or skill from many perspectives and in a variety of instructional contexts;
- (4) adaptation to each child's individual rate of progress. A given child might require less than three (3) to more than six (6) years to complete all cycles successfully depending on his ability, prior achievement, past experiences and motivation.

This system unites many of the new forms of audio-visual instruction with a variety of unique published materials. Careful control over perceptual development is insured through the use of instrument techniques. Word attack and comprehension skills are developed through auto-instructional and teacher directed activities. Individualized reading in a multi-level high interest classroom library and extensive use of filmstrips and recordings offer enrichment opportunities. Continuous

feedback and appraisal provide a guide for re-teaching, re-application and extension of skills and concepts.

LISTEN, LOOK, AND LEARN:

Listen, Look and Learn is composed of twenty (20) Readiness stages and one hundred (100) pre-reading and instructional cycles. These systematic cycles of instruction include equipment, materials and procedures carefully designed to introduce and reinforce the skills, content and attitudes central to successful reading. Vocabulary, concepts and skills are introduced through Aud-X, an instrument that uses filmstrips and records in sight-sound synchronized motivation and instruction. The Tach-X which flashes visual materials at high speed reinforces vocabulary development and reduces recognition time until each word learned becomes identifiable at sight with minimal clues. Processing training provides for rapid association of words in context. The Controlled Reader develops visual efficiency, good left-to-right directional attack and fluency in silent reading.

MOVE, GROW, LEARN:

Move, Grow, Learn is a program of teaching movement skills and developing creative movement. It is designed to enhance children's physical and psychological abilities and their ability to learn. It specifically develops language and comprehension of relational language. Some 160 exercises and procedures are available for selective use on an individualized

basis depending on the needs of any particular child.

Specially designed books, samplers and anthologies are used to develop enjoyment of reading books and oral reading expression. Evaluation and reinforcement are provided in each cycle by "By Skills Sheets" and other teacher approach materials. Perceptual accuracy and visual efficiency training, eye hand coordination activities, creative writing, spelling instruction, dictionary usage, listening training, speaking, handwriting, dramatic activities and independent reading are integral part of the system.

#### READER'S CHOICE:

Reader's Choice high interest paperback books in a full range of reading levels will extend the basic independent reading and library programs. These materials will be consumed entirely during the school year as students freely select books to take home-- to enjoy and share away from school. Hopefully these books will keep students' motivation high, encourage parents' and siblings' interest in students' school activities and create interactions at home which the students find enjoyable and rewarding.

#### READING 200:

Reading 200 is multi-media and multi-modal. A systems approach to communication skill development for fourth-, fifth-, and sixth-grade students.

It is largely self-instructional. The majority of the techniques are programmed for self-instruction and self-correction, allowing each student to progress in a continuous and systematic manner.

READING 200 includes:

Tach-X Accuracy Training--A nonverbal tachistoscopic program designed to heighten skills of visual discrimination, orderliness in seeing, and visual memory.

Controlled Reader Motility Training--A visual training program to build ocular motility, visual coordination, and directional attack.

Tach-X/Looking at Words and Looking at Words in Sentences--A vocabulary development and consolidation program stressing usage and context, word changing, and function with correlated tachistoscopic training to develop instant sight recognition and visual memory.

Aud-X Word Attack Review--Aud-X DEFA provides a review of phonics.

Listen and Think--A self-instructional listening program that develops listening skills.

Listen and Read--A listening program that develops reading skills through the frequently preferred modality of listening combined with correlated lesson book activities. (Levels 3-6) Listen and Read on levels 7-9 would be appropriate for

advanced 6th graders.

Study skills Library--A self-instructional and individualized program designed to provide text tactics for content areas of science, social studies, and the study skills of interpretation, evaluation, organization, and performance.

Controlled Reader Fluency Training--A program designed to build the basic perceptual, interpretive, and visual-functional skills that permit thorough, efficient, and fluent reading.

Controlled Reader Comprehension Power--A program that combines perceptual training with the intensive development of the comprehension skills of recall, association, interpretation, and evaluation.

Reading 200 is flexible in scheduling and format. A laboratory program can be designed to fit the instructional organization of any elementary school.

#### READING 300:

Reading 300 is a multi-media program--a system approach to reading improvement utilizing the following EDL techniques and materials: (1) Tach-X and Flash-X training to encourage rapid, accurate seeing and to strengthen visual memory; (2) Controlled Reading to heighten visual efficiency and to build fluency and thoroughness in reading; (3) Listening Programs to develop purposeful and flexible listening skills;

(4) Word Clues to enrich and expand vocabulary; (5) Study Skills Library to improve reading in the content areas and to provide sequential and specific instruction in the vital study skills of interpretation, organization, evaluation, and reference; (6) Skimming and Scanning to develop skill in effective reading. Reading 300 is largely self-instructional. The majority of the techniques are programmed for self-instruction and self-correction, allowing each student to progress in a continuous and systematic manner.

Reading 300 is individualized. A four-phase testing program prior to the start of instruction makes it possible to determine the needs and starting level of each student. Multi-level materials make it possible for each student to start at a level where he can achieve success.

Reading 300 is flexible. Its scheduling and format can be modified to fit the needs of most junior and senior high schools.

Reading 300 is comprehensive, providing instruction, training, or guidance in the areas which have been judged to be most critical to the development of effective and efficient readers:

1. Perceptual Accuracy  
Identification, recognition, retention
2. Visual efficiency  
Binocular coordination, ocular motility, left-or-right directional attack

3. Work Knowledge  
Word meanings and usage in context
4. Word Attack Skills  
Structural and phonetic analysis
5. Comprehension Fundamentals  
Recalling, understanding, associating
6. Interpretation of Meaning  
Inferring, predicting, comparing, concluding visualizing,  
sensing
7. Analytical Reading and Listening  
Form, Structure, detail
8. Critical Reading and Listening  
Relevancy, accuracy, validity, significance
9. Appreciation  
Sensitivity, interest, taste
10. Reference Skills  
Location of information, use of materials
11. Selective Reading  
Skimming and scanning
12. Reading and Study Habits  
Approaches, attitudes, interests, goals

#### SYSTEMS 80

Systems 80 is an audio-visual educational system applicable in many areas of teaching.

The Systems 80 audio-visual unit resembles a small table television. Instructional materials present such basic subjects as phonics, spelling and vocabulary building in a simple step by step progression.

These materials are designed to help teachers accomplish four (4) vital tasks essential to a complete understanding and



direction of each child's individual development:

- (1) Diagnose each student's knowledge of a subject using pre and post evaluative tests,
- (2) Prescribe materials suitable for each student to advance his knowledge of the subject,
- (3) Teach each child that subject on an individual basis at his own learning rate,
- (4) Record and analyze each student's progress.

Each lesson consists of eighty (80) color pictures with audio teaching messages. At the end of each lesson, a progress check indicates level of success. A student will not progress into additional material until he masters the present lesson. Review lessons are presented, and by covering previously learned materials they act as an effective aid to retention.

The following Systems 80 programs are available: Learning Letter Names, Learning Letter Sounds, Reading Words in Context and Developing Spelling Skills.

#### THE SULLIVAN READING

The Sullivan Reading series provides periodic assessment of student progress through the readers by means of quarter book

tests requiring 80% accuracy before the student may proceed to the next unit. Students working at a normal pace will complete a reader within five weeks. Progress through the reading, spelling and handwriting materials is recorded on Weekly Individual Progress Report forms, and charted on a graph which plots test results and half-book progress units against a weekly time reference scale. Deficiencies in performance are quickly gauged by examination of student progress as charted on the subject graphs.

A P P E N D I X    B

A Description of Materials  
Used in Mathematics Components

A P P E N D I X      BEDUCATIONAL DEVELOPMENTAL LABORATORY'S ARITHMETIC

With left-to-right control, full-line presentation, and unique masking feature, the Controlled Reader enables the teacher to present a wide variety of number problem exercises. Its variable speed range makes it possible to challenge each group of students at its own level. Left-to-right control is used initially for immediate reinforcement of student responses during the presentation of number facts and advanced number problems. The student calls out his answer to each problem as it appears to the far left of the filmstrip frame. The student then checks his response as the correct answer appears to the far right of the same filmstrip frame. Later, when the student is confident in his responses to number problem exercises, the teacher projects the same exercises at higher speed levels using the full line with the answers masked. The full line is also used with visual memory drills. The special masking device used with full-line projection, allows the presentation of various amounts of a line, from about two-fifths to an entire line. Masking makes it possible to eliminate answers when checking student progress and to vary the difficulty of visual memory exercises. When arithmetic problems are presented in story form, the left-to-right control encourages more sequential and orderly intake of problem information. Students

learn to pay attention, to read and retain problem facts accurately, to determine the process to be used, and to compute the correct answer more rapidly. The Controlled Reader Jr. offers the same features as the Controlled Reader but is designed for individual and small group use. It employs the same training principals and filmstrips as its bigger brother. A Teacher's Manual recommends teaching procedures and offers a complete key to the arithmetic or mathematics problems presented. One copy of the Teacher's Manual is included with each filmstrip set ordered.

#### THE COMTECORP Q25 EDUCATOR

A programmable printing calculator with punched card reader, especially designed to simplify the teaching and learning of general mathematics, trigonometry, statistics, and computer techniques.

The Educator brings to the classroom the very latest advancements in electronics and computer technology. Its keyboard power and programming capacity relieve teacher and student of time-consuming computations and tedious repetitive operations.

One or two keystrokes will compute most intermediate equation values, including trigonometric functions.

The calculator can be programmed from the keyboard or by punched cards. Single program instructions will cause the machine to execute elaborate routines which require many instructions on other programmable calculators.

Execution of arithmetic is fully algebraic.

The machine calculates with up to 14 digit accuracy and prints up to 10 digits, with sign and 2 digit exponent. It contains 16 registers of which 10 are accessible from the keyboard. Each of these holds a 14 digit number, a 2 digit exponent, and sign. Each may be split so that up to twenty 5 digit numbers with exponents can be stored and manipulated.

Programs are stored in additional memory and do not occupy any operating or data storage space.

The calculator will not overflow regardless of decimal wheel setting and size of integer (up to 14 digits) but will move the decimal point to accommodate the integer and go into exponential mode after 10 digits. (Range:  $10^{+99}$  to  $10^{-98}$ )

Support materials consist of operating, and programming manuals as well as supplementary curriculum material for elementary and secondary school remedial mathematics, industrial mathematics, general mathematics computer-assisted practice drill exercises, Algebra I through Analytical Geometry and the Sciences.

#### CUISENAIRE

Cuisenaire mathematical learning aids are designed with full realization of the importance of sight and touch as well as sound for discovering and proving mathematical relationships.

CUISENAIRE RODS

Each set of Cuisenaire Rods contains 72 rods in ten colors and ten sizes to exactly model the relationships of numbers to one another. They are basic models for beginning mathematical discoveries and for explorations of mathematical concepts introduced from kindergarten through ninth grade. The rods are particularly helpful for exploring the operations of arithmetic and for studying the different elements of set operations, different bases, place value and fractions.

In special learning situations, the rods have proven remarkably effective. The introduction of the colored rods into a classroom provides children with a common experience which is not dependent on prior cultural exposure -- a total sensory experience upon which many other experience may be built.

CUISENAIRE CUBES, SQUARES AND RODS

Cuisenaire Cubes, Squares and Rods include more than 350 wooden solids in 28 different sizes. These materials are a natural extension of the Cuisenaire rods; they are keyed into the color sequence of the rods to offer additional models for exploring mathematical concepts introduced from kindergarten through junior high. They have no unit markings on their faces to limit their use; a transparent plastic centimeter grid sheet is included with each set for measuring the faces of each of the different solids.

Children draw upon their everyday experiences of a three dimensional world to build and create colorful shapes and patterns. From their fascination with the different colors and sizes, children quickly learn to describe each solid in terms of other pieces in the set.

Introductory investigations are followed by more detailed exploration of measurement, involving a comparison of length, area and volume; place value; different number bases, products and fractions.

#### CUISENAIRE GEOBOARD KIT

The Cuisenaire Geoboard Kit contains thirty individual student boards, two transparent geoboards for overhead projector use and 144 activity cards. Each geoboard is two sided with a 25 peg square lattice on one side and a 17 peg circular lattice on the other. Each side is used to explore geometric relations by placing colored rubber bands around plastic pegs to form various patterns.

Children quickly discover the many different geometric figures they can make on each side of the board or that by manipulating the rubber bands they are able to "see" a comparison of area of numerous polygons.

Young children use the circle side to form the face of a clock, stretching rubber bands from one point to another to tell time. Older children use geoboards for coordinate graphing, exploration of fractional relationships and studying the properties of many geometric figures.



The versatility of the geoboard makes it applicable to explorations from kindergarten through junior high.

#### MATHS MINILAB

Maths Minilab is a starter set of manipulative materials for a teacher at the intermediate grade level. It furnishes a variety of different math projects for individuals or small groups and serves as a model for the teacher, showing the kinds of materials he should gather or make in quantity. Some of the things it contains are: beans, clay, rubber bands, Guisenaire Rods, color cubes, base-3 blocks, geoboard, plastic mirror, ruler, tape measure, map, map measurer and railroad time table. This kit also includes task cards stating open ended problems for students and a teacher's guide which cues the task cards and the apparatus to the math topics in the basic curriculum.

#### SHOEBOX KIT

Each Shoebox Kit is a set of 6 different apparatus and games, each with task cards which the teacher can use to make work projects for individual students or small groups. Each kit includes disks, geoboards, centimeter blocks, weights and springs, the pep game and the tower puzzle.

#### SYSTEMS 80

Systems 80 is an audio-visual educational system applicable in many areas of teaching.

Systems 80 audio-visual unit resembles a small table television. Instructional materials include such basic subjects as elementary reading, spelling, and mathematics, presented in a simple step by step progression by showing colorful pictures, giving information and asking question.

Systems 80 is designed to help the teachers accomplish four vital educational tasks essential to a teacher or aide's complete understanding and direction of each child's individual development.

Systems 80 helps:

1. Diagnose each student's knowledge of a subject using pre and post test for evaluation.
2. Prescribe material needed by the student to advance his knowledge of the subject.
3. Teach the student the subject on an individual basis at a rate determined by the student's own ability to learn.

All instructional programs have a pre-test to determine the student's current level of achievement. The teacher can tell at a glance what the student knows and what he needs to work on. The prescription is written to meet the needs of each individual child. The student is set up to work on the specific lessons, learning what he needs, and at his own rate.

Each lesson consist of 80 color pictures with audio teaching messages. At the end of each lesson, a progress check is given to evaluate his success in the lesson. A student will not progress into additional material until he masters the present lesson.

Review lessons are presented throughout each level. By covering previously learned material, they act as an effective aid to retention. In the review lessons branching is used to assist the child in learning.

When the child has completed the lessons assigned from the pre-test a post-test is administered covering all material in that level. The teacher or aide can now tell whether the student needs to repeat some lessons or whether he is ready to go to the next level.

The program being requested and its substantive content is as follows:

Learning Number Facts: Learning Number Facts provides interesting individualized practice in addition, subtraction, multiplication and division. Devising interesting and meaningful practice for children has been a problem, since practice involves repetition, and repetition often is dull. Because of the prescriptive approach, children practice only those facts they haven't mastered. This method makes the most efficient use of time.

#### THE TUTOR COMPUTER

The Tutor Computer gives arithmetic students unlimited practice in addition, subtraction, multiplication, or division of whole numbers, decimals, and fractions.

It is activated directly from the keyboard and is at all times under teacher control.

Problems and answers are printed clearly on paper tape.

Provides individual attention: Each student can work at his own rate, receive immediate response to his answers, and at any time see the correct solutions.

How it works: With a few keystrokes, the teacher determines the range and level of difficulty of the problems to be presented. The student sees the first problem printed out on the paper read-out tape. He solves the problem - mentally or with pencil and paper and enters his answer.

A correct answer is recorded with a double row of dots.

An incorrect answer will cause the machine to re-present the problem, to allow the student to try again.

The Tutor Computer will be used to provide the slower students with the basic skills and concepts that will be required for progressing in the O25 Educator.

The addition of the computers will also provide the following advantages:

1. Immediate response and reinforcement of each problem.
2. Random selection of the type of problem needed by each student.
3. At any time the teacher aide or student, by pushing a button, can obtain a print out of the number of problems attempted, the number of correct responses, and the percentage score of this responses to that point.
4. The ability attainment level of the computer programs is unlimited in difficulty.