

# BRSD TITLE I & BASIC SKILLS INSTRUCTION PARENT PRESENTATION GRADES 1-8

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# Agenda

- Welcome!
- Introduction to Title I and ESSA
- Our Instruction and the Basic Skills Program
  - *Who qualifies and how?*
  - *What does the program look like?*
- Providing support at home
- Comments/Questions

# Origin of Title I

- ❑ Elementary and Secondary Education Act of 1965
- ❑ “The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”
- ❑ Continued through the enactment of the No Child Left Behind Act of 2001
- ❑ NCLB becomes ESSA – Dec. 2015 – President Obama Signs *Every Student Succeeds Act*

# What is ESSA?

- Holds all students to high academic standards
- Prepares all students for success in College & Career
- Provides more access to kids for high quality preschool
- Guarantees that steps are taken to help students, and their schools, improve
- Reduces the burden of testing while maintaining annual information for parents and students
- Promotes local innovation and invests in what works
- Link for more info: <http://www.ed.gov/esea>

# What is it exactly?

- Federal funding that is specifically directed to students who are below proficient
- It is separate from funds directed to Special Needs students
- The amount allocated to each school district is determined by the number of families who qualify for Free or Reduced Meals
- The rationale is that socio-economic status can be an indicator of academic achievement

# Title I & Basic Skills Instruction

- We know this is not necessarily true but this is the formula the federal government uses to determine Title I funding. Therefore, these students are the first ones eligible for extra help.
- The use of these Federal Title I funds are to “supplement” the services already in place.
- School districts that receive these funds must have policies and meet all requirements.
- These policies include parent communication and involvement.

# Purpose for tonight

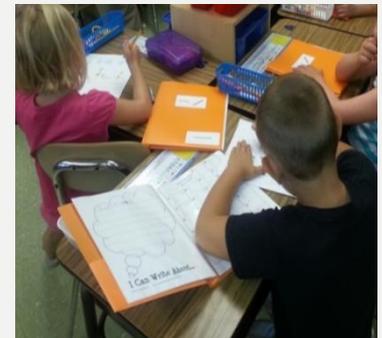
At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds.

- ❑ Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- ❑ Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- ❑ Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- ❑ Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the board

# Language Arts Literacy Instruction

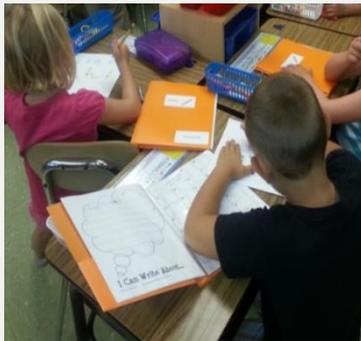


- ❑ Focused on Creating Lifelong Readers and Writers
- ❑ Daily Engagement in *actual* Reading and Writing
- ❑ Exploration of Various Genres in Both Reading and Writing
- ❑ Balanced Literacy Approach in primary grades
- ❑ Implementation of Workshop Structures in grades K-5



# Language Arts Literacy Instruction

Readers' workshop is a teaching method in which the goal is to explicitly teach students strategies to become more skillful at comprehending text. It involves students in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction.



During writers' workshop children carry on as writers do with an established writing time daily. Writers can learn to write well ~ writing is a craft. To get better at writing it is important to write a lot.

# Mathematics Instruction

- ❑ In Grades K-5, the Everyday Math program is used
  - ❑ Use of concrete, real-life examples to introduce key mathematical concepts
  - ❑ Repeated exposure to mathematical concepts and skills-a **spiral**ing curriculum
  - ❑ Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts-often game based activities
  - ❑ Quick look cards in the primary grades to help establish both mathematical thinking and fact fluency
  - ❑ Use of multiple methods and problem solving strategies to accommodate different learning styles

For information regarding the Everyday Math program parents and families can visit :  
<http://everydaymath.uchicago.edu/parents/>

To access the online resources available to students and their families please visit: <https://connected.mcgraw-hill.com/connected/login.do>



# Mathematics Instruction

- ❑ In Grades 6-8, the Glencoe Math is used
  - ❑ Focus on math that matters
  - ❑ Develop deep understanding
  - ❑ Build coherence
  - ❑ Fluency and application
  - ❑ Rely on important “processes and proficiencies”
  - ❑ Students engage in mathematical habits of mind and discussions
  - ❑ “Rigor” is how you teach and how students show you they understand



# Other important items

- A classroom teacher is always the first level of remediation for a BSI student.
- ISIP – Individual Student Improvement Plan
  - States reason(s) for inclusion in BSI program*
  - Identified areas/skills in need of improvement*
  - Suggested forms of support*
  - Measurement methods and time periods*
- Parent Compact
  - Created and sent by each building principal*
  - Agreement between teachers, administration, parents and students*
  - States methods each school will use to support students*

# Other important items, cont.

- ❑ BSI placements can be fluid - students move in and out as they master targeted skills. A student may only be in for a short time until they master a skill or improve.
- ❑ Some students qualify as being monitored only. This means they do not necessarily receive direct instruction, but the teacher(s) know to keep an eye on his/her progress and needs.

# BRSB Procedures – who qualifies?

Evaluating students for inclusion in the BSI program can vary throughout the grade levels:

## Grades 1-3

- Teacher Observation
- Reading/Math levels
- Classroom assessments and achievements

## Grades 4 & 5

- Teacher Observation
- Reading/Math levels
- Classroom assessments and achievements
- Available Standardized Test Scores

## Grades 6-8

- Teacher Observation
- Reading/Math levels
- Classroom assessments and achievements
- Report Card Grades
- Available Standardized Test Scores

# What Services Do We Offer?

## In all grades

- Supplemental Resources/Programs for students
- After or Before school and Summer programs
- Professional Development for staff to enhance instruction
- Resources/Instructional materials to support teachers/students

# What Services Do We Offer?

## ❑ Kindergarten (CBS and PMES)

- ❑ Teachers provide targeted support and interventions based on student need and teacher recommendation
- ❑ Interventions are typically 6 weeks and then students are re-assessed to determine progress
- ❑ Kindergarten interventions typically focus on phonological awareness and phonemic awareness as well as other foundational skills
- ❑ Small groups are typically conducted using a pull-out model several times a week

## ❑ In Grades 1-3 (CBS and PMES)

- ❑ Push in support-an additional teacher supports the classroom teacher
- ❑ Pull out-targeted small group instruction
- ❑ Typically 30 minutes a day/5 days a week

## ❑ In Grades 4 & 5 (MIS)

- ❑ Push in support-an additional teacher supports the classroom teacher
- ❑ Students receive a minimum of 90 minutes of support in both math and literacy each week

# What Services Do We Offer (cont'd)?

- ❑ In grades 6-8 (BRMS)
  - ❑ Pull out Math support is provided for students in need of additional remediation
  - ❑ Literacy Help Lab is offered twice a week
  - ❑ After school academic support program offered three times a week January through March

# Specific Interventions

At the elementary level our teachers utilize a variety of literacy interventions to meet the varied needs of the learners. Some of these programs include, but are not limited to:

- Sound Linkage
- Foundations
- Wilson Reading System
- Leveled Literacy Instruction
- Language for Learning
- Read Naturally
- Hear Builder
- Lexia
- No Glamour Listening Comprehension



# Interventions (cont'd)

During math support students are offered reinforcement in a variety of ways

- Differentiated support through the Everyday Math program
- Fact Fluency practice through games and activities
- Computer based programs (First in Math, Arcademics, ConnectEd Math Games online)

# Support at Home

- Make learning a priority
  - Establish school and homework routines*
  - Review your child's schoolwork and home work regularly*
  - Keep in touch with your child's teacher*
  - Monitor your child's grades*
- Make sure to read to/with your child on a regular basis
- Check out the School and Teacher websites and the online resources that are available



# Next Steps

- Set up a Parent /Teacher conference – especially with your child’s BSI teacher
- Talk to your child about their successes and challenges
- Stay involved in district and school initiatives and attend relevant meetings
- Ask questions!



# Family Learning Series



## Everyday Math Family Game Night (Grades K-5)

*Date: Tuesday, January 23, 2018*

*Location/Time: TBD*

## Science Night (Grades K-5)

*Date: Wednesday, April 18, 2018*

*Location/Time: TBD*

## Preventing the Summer Slide (Grades K-8)

*Date: Wednesday, May 9, 2018*

*Location/Time: TBD*

# Useful Internet links

- ❑ Visit each school's webpage for Title I Information
- ❑ Information regarding Family Learning Series click [here](#)
- ❑ USDOE - <http://www2.ed.gov/programs/titleiparta/legislation.html>
- ❑ NJDOE - <http://www.state.nj.us/education/title1/program/>
- ❑ New Jersey Student Learning Standards  
<http://www.state.nj.us/education/cccs/>
- ❑ Parent Resources for Literacy: <http://www.readwritethink.org/>
- ❑ National PTO link - <http://pta.org/content.cfm?ItemNumber=2909>
- ❑ Partnership for Assessment of Readiness for College and Careers (PARCC) <http://www.parcconline.org/>

# Links to Online Resources

Everyday  
Mathematics®

For information regarding the Everyday Math program parents and families can visit :

<http://everydaymath.uchicago.edu/parents/>

To access the Everyday Math online resources available to students and their families please visit:

<https://connected.mcgraw-hill.com/connected/login.do>

Some other math sites you might want to check out are:

First In Math (used at MacFarland for grades 4-5) and Arcademics –a web site that uses games like activities to practice basic skills

[www.firstinmath.org](http://www.firstinmath.org)

[www.arcademics.com](http://www.arcademics.com)



Students also have access to Keyboarding Without Tears which can be accessed through their school specific site.

Questions/Comments

Thank You for Attending!