

**Basic Skills
Title I Meeting**

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Title I is a federal program under the Elementary and Secondary Education Act (ESEA)

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments.

*What is
Title I?*



GOALS OF TITLE I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent education and involvement

Title I Programs

- Schools with 40% or more free and reduced lunch students can have a school-wide program with access for all
- Schools with 20 to 39% free and reduced lunch students must have a targeted program supporting students who are failing or in danger of not meeting state standards for their grade levels



Parent Involvement

All Title I schools will wholeheartedly embrace parent engagement and involvement. To that end, each school will hold their Annual Title I meetings to inform applicable parents/guardians of programming. Also, schools will always solicit feedback regarding how to better serve parents/guardians. Feedback can be given at any time to your child's school principal. Furthermore, each school will have regular parent involvement and engagement activities that are available by contacting your child's school Supervisor of Curriculum & Instruction or Principal.



Right-to-Know

According to Title I requirements, parents/guardians of students participating in Title I schools must be notified at the start of each school year of their right to request information about the professional qualifications of their children's teachers (Parents' Right-to-Know). Information the LEA must provide, if requested, includes: 1) the certification and/or licensing status of the teacher; 2) degrees held by the teacher; 3) emergency or provisional status of the teacher, if applicable; and 4) qualifications of any paraprofessionals serving the child. Parents must also be notified if a teacher who is not "highly qualified" is instructing their child for four (4) or more weeks.

Teacher

Recommendation


- X Initial recommendation made by previous year's teacher
- X Recommended student placement in a classroom with BSI support teacher
- X Current teacher recommendation after Fall assessments

Fall Assessments

- X NWEA MAP Math/ELA
- X Achieve Lexile
- X Into Math Assessments
- X Writing benchmark
- X Running Records (guided reading level)
- X Start Strong Assessment
- X Teacher Input
- X DIBELS

Administrative Approval

- X Evaluate prior recommendations and data
- X Compare with current assessment data
- X Make final determinations



Basic Skills Determination

- Title I identification must be consistent and data-based
- Students identified should fall below standards for their grade levels as measured by valid and reliable assessments
- Students are identified at the beginning and throughout the school year for services that year
- Students enter and exit the program throughout the school year based on data and academic growth
- Basic Skills teachers provide supplemental instructional content aligned with the New Jersey Student Learning Standards to students in need.
- The Basic Skills teachers collaborate with the classroom teachers to provide a coordination of instruction.
- Students in need receive additional support to help them achieve grade level benchmarks utilizing a variety of teaching methods and strategies.
- This support may be implemented within the regular education classroom or outside the classroom in a small group instructional setting depending on the individual student's needs.
- All teachers are Highly Qualified



Parent Right to
Know Letter

**1st
Grade**

Mrs. Stein

2nd
Grade

Mrs. Stein

3rdGrade

Mrs. Tavormina Full Day
Mrs. Doran Pull out Math

Grades 4-6

Mr. Ubelhoer ELA

Mrs. Doran Math

TITLE I Targeted Skill Support

- Small Group Setting
- Pull Out or Push In Model
- Supplemental teaching methods and materials based on student need
- Flexible grouping based on need



Goal Setting & Progress Monitoring

- ▶ Develop target skill plan
- ▶ Student progress is monitored on an ongoing basis by both the classroom and basic skills teachers.
- ▶ Teachers use a variety of assessments to monitor student progress.
- ▶ Basic Skills teachers utilize a variety of instructional strategies in order to remediate deficient skills.
- ▶ Parents will receive a copy of the student's MAP Score reports, Individual Student Improvement Plan, and Progress Reports

- Read a variety of text with your child daily.
- Practice Math Facts.
- Monitor Grades on Parent Portal - Teacher Websites
- Model reading, writing, and math daily in your own lives.
- Ask open ended questions that encourage critical thinking
- Look for math in your everyday life (clocks, counting coins, time, etc.).
- Access the math series online and work with your child.
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 - If you don't have access to a computer, visit the public library.
 - The Tuckerton Borough Public Library has a number of resources available to help with student achievement.;

If you have any questions, please feel free to contact me;

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**How Can
You Help?**