

2014-2015 BASIC SKILLS PROGRAM

QUESTIONS TO BE ANSWERED TODAY

- What is BSI?
- How did my child become eligible for BSI?
- When does a child leave the program?
- What can be done to help in LAL?
- What can be done to help in Math?

mhigbie@montagueschool.org

973 293 7131 x222

TITLE I, PART A: INTENT AND PURPOSE

Public Law 107-110 Section 1111-1127 : Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by Local Education Agencies (LEA) provides supplemental funding to state and LEAs for resources to help schools with high concentrations of students from low-income families provide a high quality education that will enable all children to meet the state's student performance standards.

HISTORY

- ✘ Began in the mid 1960's
- ✘ Largest federal assistance program for our public schools
- ✘ Title I, part A
- ✘ Elementary and Secondary Education Act of 1965
- ✘ No Child Left Behind Act of 2001
- ✘ NCLB mentions parents over 300 times in the legislation

GOAL

- ✘ To provide extra help to students who need it the most. Helps students work toward meeting the standards set by individual states such as the Pennsylvania Department of Education.

BASIC SKILLS INSTRUCTION

- ✘ In-class support
- ✘ Provide extra help to students who are struggling
- ✘ Minimal pull-out on an as needed basis
- ✘ Participating in all grade level work and curriculum

DETERMINING TITLE I ELIGIBILITY

HOW WAS MY CHILD IDENTIFIED AS NEEDING READING SUPPORT?

At the elementary level the Montague Elementary School District utilizes a variety of data to determine which students will be offered reading support. Data includes some of the following:

DRA

NJASK scores

Study Island benchmarks

Teacher input from tests and observations

Report card grades

District commercial tests

HOW DID MY CHILD BECOME ELIGIBLE FOR BSI?

- ✘ Report card final grades below 75% in LAL or Math
- ✘ Teacher or parental recommendation
- ✘ DRA below grade level
- ✘ Standardized tests (NJASK)
 - + Score below 200 indicates lack of necessary basic skills for grade level
 - + K-3 below proficient on end of year/benchmark tests

TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Title I supports schools in implementing either a school-wide program or a targeted assistance program. These programs must use effective methods and instructional strategies that are grounded in scientifically based research.

Targeted Assistance



Schoolwide

Poverty Threshold 40%



TARGETED ASSISTANCE PROGRAMS (TAS)

- ✘ Title I funds are used only for services for eligible children who are failing or at risk of failing to meet state standards.
- ✘ Eight required program components
- ✘ Must identify student eligibility for services.

TARGETED ASSISTANCE PROGRAMS (TAS)

Establish entrance and exit criteria based on multiple, objective, and uniform criteria such as:

- Assessment results, teacher recommendations, and parent recommendations
- Children who have the greatest academic need receive Title I services
- Districts may need to prioritize the student selection to provide a meaningful program

TARGETED ASSISTANCE PROGRAMS (TAS)

Eight Essential Components (§1115)

1. Assist students in reaching state standards
2. Are based on effective means for improving student achievement
3. Ensure appropriate planning
4. Use instructional strategies effectively by minimizing pull-out and offering in-class support or extended day and summer programs
5. Coordinate with and support regular education programs such as pupil services (counseling, mentoring) and transition programs
6. Offer instruction by highly qualified staff
7. Provide professional development
8. Use strategies to increase parental involvement

WHAT WILL MY CHILD BE WORKING ON IN READING SUPPORT?

The intervention teacher will work with your child to help him/her develop the skills necessary to become a successful reader. These are some of the programs/resources that may be utilized:

A-Z reading

Newsela.com

Reading series

Study Island

Teacher generated activity material

Science and social studies texts and reading material

WHEN DOES MY CHILD LEAVE BSI?

- ✘ Student progress reviewed AT LEAST 4 times each year.
- ✘ Every child is reviewed at the end of the year as to eligibility in the program.
- ✘ Achieves 85% in identified class consistently.
- ✘ Scores proficient on state standardized tests
- ✘ Teacher recommendation and observation

DISTRICT AND SCHOOL LEVEL PARENT INVOLVEMENT POLICIES

- ✘ Annual meeting required
- ✘ Students notified their child will participate in Title I
- ✘ Parent Conferences
- ✘ School-Parent Compact
- ✘ Regular Meetings
- ✘ Notify parents of resources available to them
- ✘ Assist parents in attending workshops
- ✘ Information in language families understand

COMPACT

- ✘ **Developed with parents and teachers**

- ✘ **Outlines**

 - School District Responsibilities

 - Parent Responsibilities

 - Student Responsibilities

POSSIBLE FUTURE MEETINGS

- ✘ Supporting your child at home (homework)
- ✘ Study Island
- ✘ DRA
- ✘ PARCC
- ✘ Common Core
- ✘ Improving writing
- ✘ Other