

Title I PROGRAM



Grades 1-8

Folsom School

Board Approved 7/25/2017

Remedial/Enrichment Services – Folsom Title I Program

Philosophy:

Folsom School is committed to the ideal that all children can succeed, given appropriate learning opportunities and support. Different children require different amounts of scaffolding in order to progress in the NJ Student Learning Standards. Students who may be at risk for academic difficulty will be afforded supplemental services in order to help them achieve and students who need enrichment will have the opportunity to engage in learning opportunities that expand or enrich instruction in the general education program (See Board Policy 6171.2,6140,6171).

Identification:

Identification for remedial services is a multi-step process. In grades K-2, the following information is considered when selecting students for inclusion in the Title I program:

- Observation of classroom-based performance
- Progress reports/report card grades
- Individual screening
- Portfolio assessment
- Standardized assessment
- Parent and Teacher referrals

In grades 3-8, the following information is considered:

- Observation of classroom-based performance
- Progress reports/report card grades
- Standardized assessment (MAP)
- Parent and Teacher referrals

Based on the above information, students are nominated by their teachers in late spring for the upcoming school year. Nomination for transfer students is based upon the superintendent and teacher review of records received. Students may be added to the program or exit out of the program throughout the year, based on classroom performance and teacher recommendation.

Parent Notification:

Parents of identified students will receive a letter of notification and a copy of the ISIP (Individual Student Improvement Plan) or ISEP (Individual Student Enrichment Plan) in September of each year. The annual parent meeting will also be held in September, to discuss the

program, services, and schedule, and to answer questions/concerns. If a student is added during the year, parents will receive the notification and ISIP/ISEP at that time. Should a student progress so that he/she no longer needs remedial services, notification will be sent to the parent before terminating the program. Parents have the right to refuse services for their child, but must do so in writing. If the child's assessment scores are below the minimum level of proficiency (currently below the 50th percentile for standardized testing), the parents must clearly state that they are aware that their child does not meet minimum proficiency levels and may not be prepared to pass the High School Proficiency Assessment. A conference will be scheduled to further discuss this.

Program Services:

Students in grades K-8 will receive a minimum of 45 minutes of supplemental or enrichment instruction weekly in the subject area(s) designated on their ISIP/ISEP. ISIP/ISEP will be developed jointly by the subject area teacher and the BSI Coordinator. Remediation or enrichment will take place during the regular school day, with instruction by the classroom teacher and/or basic skills instructors.

Alignment to the NJTSS (New Jersey Tiered System of Supports)

The NJTSS is a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of the multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI).

Folsom School utilizes a tiered unit plan for each content area of instruction. This lesson plan is broken up to identify the core instruction, tier 2 support instruction and independent enrichment activities. Students accommodations are embedded in the template to ensure multiple measures are taken so each student is receiving the appropriate scaffolding promoting engagement in learning in the general education program.

Tier 1 provides high-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions in general education classrooms, delivered with fidelity by trained teachers with support of other professionals.

Tier 2 provides supplemental supports and interventions that may be delivered in small-group instruction, provided in the general education classroom or during an intervention period. Interventions include evidence based instructional practices and interventions that increase intensity, frequency and duration based upon the review of the data during regular progress monitoring intervals.

Tier 3- provides intensive supports and interventions. (This would not fall under the Title I Program)

BSI/GATE

BSI (Basic Skills Instruction) is supplemental instruction in Language Arts Literacy and Mathematics for identified students in grades 1-8. This program has been designed to a student's individual instructional needs. The goal of the program is to remediate targeted skills and/or gaps in learning in order for our students to perform at a level commensurate with his or her grade placement. BSI will include but not be limited to:

- Consultation/Instruction by a Title I Instructor
- ISIP that is developed and progressed monitored by Title I Instructor
- Individualized/group instruction
- Blended learning opportunities to reinforce skills from previous and current grade levels
- Teacher selected student activities
- Alternative Assessments

GATE (Gifted and Talented Education) provides educational opportunities for high-achieving students who have been identified as gifted and talented. Special efforts will be made per the student's ISEP to ensure that learning needs are being met. GATE will include but not be limited to:

- Consultation/Instruction by a Title I Instructor
- ISEP that is developed and progressed monitored by Title I Instructor
- Individualized class instruction
- Blended learning opportunities to further engage the student and deepen the content knowledge of the student's current grade level
- Student selected "voice & choice" extension activities
- Alternative Assessments

Subject Matter:

Remedial and enrichment instruction will be tied to both the individual student's needs, and the instruction and skills currently taking place within the regular education program. The design of this program allows teachers to identify current areas of weakness or strength for a student, and supplement instruction in those areas in a timely manner.

Reporting of Progress:

Title I progress reports will be issued each trimester. Parents will also meet and discuss progress during the fall and spring conferences. Additional conferences may be requested by teacher or parent as needed.

Dismissal from the Title I Program:

Each summer, the need for continuation of remedial or enrichment services will be reviewed for each student, based on the identification procedures outlined above. Students may also be dismissed from the program at any time during the school year, based on classroom performance, standardized testing, and/or teacher recommendation.

Request for Title I Instruction

(BSI/GATE Referral for upcoming Academic Year)

Student's Name:		Grade:	
Referring Teacher:		Date:	
Subject Area(s):	ELA <input type="checkbox"/>	MATH <input type="checkbox"/>	Intervention OR Enrichment

Student received BSI/GATE last year:

ELA	Yes <input type="checkbox"/>	No <input type="checkbox"/>
MATH	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Student Assessment Data used for determination:

Report Card Grades – ELA	Final
Report Card Grades – MATH	Final
F&P Independent Level (Spring)	
Grade Level Target for F&P	
Lexile Level (Found on MAP)	

MAP RIT ELA (Spring)	
MAP RIT MATH (Spring)	
PARCC ELA (Spring)	
PARCC MATH (Spring)	
Study Island Grade Level Standard	

Identify specific skills to be targeted for intervention or enrichment in ELA:

Identify specific skills to be targeted for intervention or enrichment in MATH:

STUDENT-PARENT-SCHOOL COMPACT

Title I is a federally funded program that aims to help children achieve the state's high standards through targeted supplemental instruction in reading, writing, and math. We believe that by forging strong partnerships between the school and home, and by sharing the responsibility for improved student academic achievement, our students will enjoy success both here at Folsom School, and when they move on to high school and beyond. The Student-Parent-School Compact is a plan of action that was developed collaboratively to best support student learning.

Student Responsibilities:

- Attend school regularly and be personally responsible for my learning.
- Ask for help when I need it.
- Take home materials and information needed to complete assignments.
- Limit TV watching and devote more time to study or reading every day.

Parent Responsibilities:

- Ensure that my child attends school daily, gets adequate sleep, and proper nutrition.
- Set aside a specific time and a quiet place to do homework.
- Be available to assist and look over homework assignments to check for understanding.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes 4-8).
- Encourage positive attitudes toward school.
- Attend parent-teacher conferences.

School Responsibilities:

- Provide high quality teaching and leadership that promotes student achievement.
- Have high expectations that motivate every child to develop a love of learning.
- Provide meaningful homework/assignments to reinforce and extend learning.
- Communicate regularly with families about student progress.
- Provide a safe and nurturing educational environment that respects diversity and which allows each child to grow as an individual.