

# **What is ESSA-Title 1?**

Mrs. Beth Fischer

Assistant Superintendent of Curriculum and Instruction  
Bound Brook School District

---

# Federal Requirements

- The Every Student Succeeds Act-ESSA requires that each Title I School hold an Annual Meeting each Fall for all Title I parents for the purpose of...
    - **Informing you of your school's participation**
    - **Explaining the requirements**
    - **Explaining your rights as parents to be involved**
-





The required academic factors under ESSA must be:

- Reading and math test scores
- English-language proficiency test scores
- High school graduation rates
- A state-chosen academic measure for grade schools and middle schools (NJSLA)

The school-quality factor could include things like:

- Kindergarten readiness
  - Access to and completion of advanced coursework
  - College readiness
  - School climate and safety
  - Chronic absenteeism
-

# Overview

- Federal funding source
  - Money allotted to schools via census data (low income families)
  - Schools qualify based upon Free and Reduced lunches
  - Students who demonstrate need are served (not necessarily low income students)
-



# Overview

- ESSA funds must provide additional resources for students (“supplement, not supplant”)
    - Cannot use funds to pay for core programs
  - Moneys used for:
    - Materials
    - Programs
    - Parent involvement
    - Professional development
    - After school/Summer programs
-

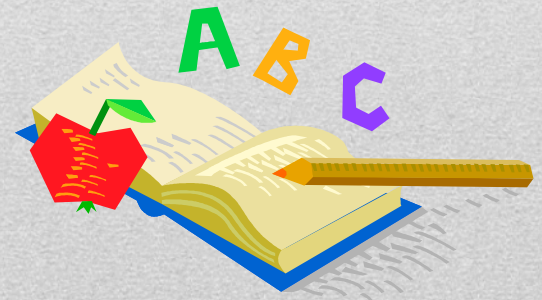
# Bound Brook School District operates a “Schoolwide” program.

- The school uses ESSA funds to upgrade the entire educational program of the school.
  - ESSA funds are used to serve all children in order to raise academic achievement.
  - ESSA funds will be used to provide additional assistance to all students who experience difficulties in meeting the State’s performance targets.
-



# Instruction:

- Not a separate program
- Supports classroom instruction
- Students do not miss core instruction
- Varies depending on the needs of individual students
- Focuses on the critical areas of effective reading...phonemic awareness, phonics, fluency, vocabulary development, and comprehension




- ASI provide both in class and pull-out instruction.
- Additional professional development is provided by the district throughout the school year.
- ASI communicate consistently with the classroom teachers and other specialists.
- ASI DO NOT GIVE GRADES. They provide valuable feedback to classroom teachers.

# ASI-Academic Support Instructors

---






ASI Teachers support the school district's instructional program by analyzing available student data, assessing academic needs of students, planning tiered intervention in reading, writing and/or mathematics, and implementing student improvement plans.

ASI Teachers work collaboratively with classroom teachers and grade level teams to plan and employ daily instructional intervention strategies to meet and address student needs, adjust instruction accordingly, and to monitor/report student progress throughout the school year.

Under the supervision of district administration, they develop and deliver instruction in a push-in/pull-out model to service the needs of students who have been identified as struggling learners in language arts and/or mathematics through the ***I&RS*** process (***Intervention and Referral Services***).

---



Push-in services mainly focus on literacy and mathematics. Additional supplemental services may also be provided during science and social studies instruction. All push-in services provided can look like, but are not limited to, co-teaching, individualized and/or small group instruction.

Pull-out services primarily center on targeting student deficiencies and utilizing specific literacy and mathematics focused instructional interventions.

---



- Orton-Gillingham is a multi-sensory approach used in small groups to remediate any deficits in Language Arts and Reading.
- The five-part lesson plan uses visual, auditory and kinesthetic instruction to help students master concepts.

# Orton-Gillingham

---

- **Three-Part Drill:** this is a review session for previously taught and known phonetic concepts
- **Teaching a New Concept:** new concepts are taught through a multi-sensory experience. Simple word dictation shows student mastery
- **Decoding and Learning Centers:** improves vocabulary while allowing for individualized student practice
- **Red Words:** high-frequency words are taught in a multi-sensory manner

# Five-Part Lesson Components

---



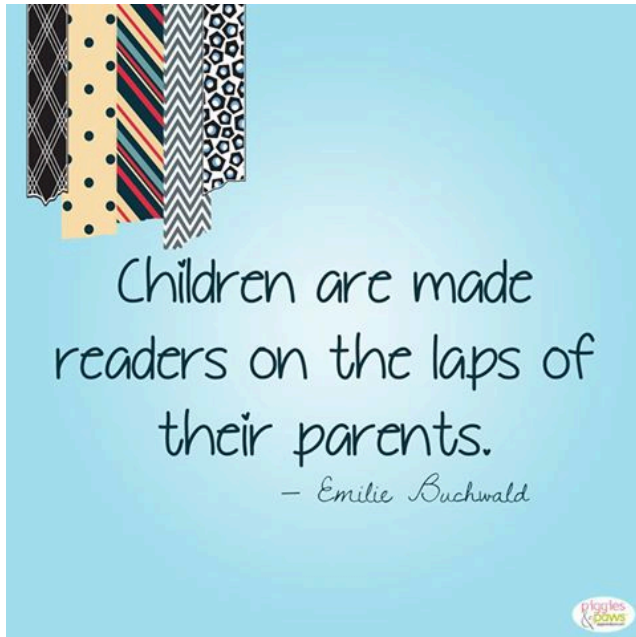
- **Comprehension:** controlled and decodable readers are used to practice learned skills and expose the children to literature

# **Five-Part Lesson Components continued**

---

# Home & School Partnership

Reading Snapshots provided to parents/guardians at conferences.



Name \_\_\_\_\_



*Necesidades  
improvement*

	Needs Improvement	Just right <i>en nivel</i>	Excellent <i>excelente</i>
<b>Phonics</b> <i>fonética</i> Student applies phonics skills accurately.			
<b>Comprehension</b> <i>comprensión</i> Student demonstrates understanding of what he/she reads.			
<b>Fluency</b> <i>fluidez en la lectura</i> Student masters sight words. Student is reading with fluency.			
<b>Behavior</b> <i>comportamiento</i> Student comes to reading group ready to learn, raises hand and speaks at appropriate times. Student participates and focuses on lesson.			
<b>Self Monitoring</b> <i>autocorrectivo</i> Student reads with accuracy and tries to self-correct when needed.			

**Goals:**

*metas*

**Strengths:**

*fortalezas*



**ASI Teachers administer assessments to students in their respective grade levels during the year to monitor student progress. Assessments may include:**

DRA 3 (*Diagnostic Reading Assessment*) - Assesses, reading fluency, accuracy and comprehension; determines student reading level

DIBELS (*Dynamic Indicators of Early Literacy Skills*)

Literacy - Assesses phonemic awareness, alphabetic principle, vocabulary, fluency, accuracy and comprehension.

Math - Assesses computation and problem solving skills.

---



# Reporting Progress:

Specific questions or concerns in regards to your child's progress can be addressed by the classroom teacher or ASI during parent conference times or anytime throughout the year.

- ✓ ASI will outline all the skills your child has reviewed in their Supplemental Program.
  - ✓ ASI are there to help parents understand what skills should be reinforced at home.
  - ✓ Please note: Intervention time and materials are adjusted according to individual students' needs and progress.
-



# Our “Schoolwide” T1 program for 2020-21.

Each school K-8 :

- Will develop their own plan.
- Will set school goals for improvement.
- Measure student progress, according to appropriate assessments: DRA2, Diebels, NJSLA, LinkIT.
- Develop programs that add to regular classroom instruction both during and after school.
- Increase parent involvement in all aspects of the program.



# Parent Involvement

- Building Based Schoolwide Planning Committee
  - Fall/Spring Meetings
  - P.A.S.S.- Parent Academy for Student Success
  - Principal Meetings (Coffee Hours)
  - Ongoing:
    - E-mail and phone
    - Website/DoJo
    - Conferences (any time!)
    - Notes
    - Take home resources
-



# Parent Notices/Policies

- **Parent Right to Know**

Informs parents of their right to request information regarding teacher and paraprofessional qualifications

- **Highly Qualified Teachers**

Parents will be notified if their child's teacher is not highly qualified

- **Parent Compact**

Outline of ways parents, students, and the school work together to maximize student achievement

---



Thank You for Attending!

Questions/Comments...

Mrs. Beth Fischer

[bfischer@bbrook.k12.nj.us](mailto:bfischer@bbrook.k12.nj.us)

---