

**WARREN HILLS REGIONAL
MIDDLE SCHOOL**

2020-2021 TITLE I
PARENT INFORMATION

WELCOME AND INTRODUCTIONS

Earl C. Clymer, WHRSD Superintendent

Dawn A. Moore, WHRSD Assistant Superintendent for Curriculum and Instruction

Nicholas Remondelli, WHRMS Principal

Robert Cacchio, WHRMS Assistant Principal

Amanda Brown, Supervisor of Fine and Performing Arts, World Languages/ESL, and Health and PE

Heather Apple, Supervisor of Mathematics and Science

Lourdes Garcia, ESL/World Language Teacher

Deana Marie Balas, Mathematics Teacher

HISTORICAL SNAPSHOT

In 1965, the core purpose of Title I was to provide funding to school districts (with an inadequate tax base to support needed instruction) so that all children could have access to a basic education.

Amendments in 1968 and 1972 maintained the goal of access to a basic education, but initiated new programs to increase the number of certified education specialists and other supportive activities—all in an effort to close the achievement gap between racial/ethnic groups.

In 1994, the Improving America's Schools Act (IASA amended ESEA) to focus on the effectiveness of instruction.

In 2002, the No Child Left Behind Act (NCLB amended ESEA) to set a new goal of closing the achievement gap between all groups and for all students to reach proficiency by 2013-14.

In 2009, the administration refocused Title I to emphasize turning around the lowest performing schools.

In 2012, the administration again refocused Title I to emphasize teacher and principal quality, use of internationally benchmarked career- and college-ready standards, and data-based decision-making.

In 2015, The Every Student Succeeds Act (ESSA) was signed into law reauthorizing the 50-year-old Elementary and Secondary Education Act (ESEA). The new law focuses on fully preparing all students for success in college and careers.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I, PART A FEDERAL GRANT

- Title I funds enable schools to provide supplemental opportunities for students to help them **achieve academic proficiency and meet the student learning standards.**
- Title I funds provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds can **support extra instruction** in reading and mathematics and programs to **extend and reinforce the regular school curriculum.**
- School districts that receive Title I funding from the State of New Jersey are required to notify parents regarding the **entrance and exit criteria** for being serviced in a Title I program, along with the primary reason the student has been selected for Title I services.

ENTRANCE AND EXIT CRITERIA

ENTRANCE CRITERIA

AT LEAST 2 OF THE 4

- A Standardized Test score
- Marking Period scores and/or end of year failures in Math or sending district's student transcript records
- Math Placement Test
- Teacher Recommendation

EXIT CRITERIA

AT LEAST 2 OF THE 3

- Post-Assessment
- Marking Period(s) passing grades(80% and above) in Math at the semester of the current school year as indicated in *Genesis* records
- Teacher Recommendation

ALLOCATION OF FUNDS

SALARIES AND BENEFITS

INSTRUCTIONAL MATERIALS AND SUPPLIES

PRIMARY REASON YOUR CHILD HAS BEEN SELECTED FOR TITLE I *SUPPLEMENTAL SERVICES*

- To improve student proficiencies and achievement in *Mathematics*
 - Academic Program: Math Lab class
 - Teacher: Deana Marie Balas
- and/or
- To be supported in an *English as a Secondary Language (ESL)* class
 - Academic Program: English as a Second Language(ESL) class
 - Teacher: Lourdes Garcia

ADDITIONAL SUPPORTS FOR ALL STUDENTS

- **Project Care—”Homework Club”**
- **Interdisciplinary Enrichment Period/Block during instructional day**
- **Inclusion Program for students in Special Education**

PARENTAL INVOLVEMENT

School Policy

<https://www.straussestmay.com/seportal/public/pubelanonline.aspx?id=be8c76a1c9df4426bf6c93cfd8b1a2d9>

School/Parent Compact

Meetings with Guidance Counselors and Teachers, upon Request

School/Parent Compact

The Warren Hills Regional Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

SCHOOL/PARENT COMPACT

SCHOOL RESPONSIBILITIES

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Hold parent-teacher student progress updates, as needed, be it virtual, email, *Genesis* portal, and/or phone
- Provide parents with frequent reports on their children's progress
- Provide parents reasonable access to Title I teachers
- Provide parents opportunities to volunteer and participate in their child's classroom activities: All parents/guardians of our Middle School children are encouraged to be involved in their child's education through our Middle School PTSA and our Parent Volunteer program (following Board of Education policies, which regulate this).

SCHOOL/PARENT COMPACT

PARENT RESPONSIBILITIES

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring my child's academic progress on Genesis regularly.
- Utilizing the Warren Hills website to access my child's homework, study guides, and class notes.
- Monitoring the amount of technology children engage in, such as time spent on the internet, cell phones, ipads, video games, social networking sites, and watching television/streaming shows.
- Participating as a Parent Volunteer, to the extent possible, in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or that is posted on the school web site and responding, as appropriate.

SCHOOL/PARENT COMPACT

STUDENT RESPONSIBILITIES

- *Do my homework every day and ask for help when I need it.*
- *Monitor my academic progress on Genesis on a regular basis and ensure regular attendance.*
- *Participate in the after school student assistance/homework club as needed.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Always try to do my best.*

COMMUNICATION

Always here to support and be of assistance

www.warrenhills.org

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