

Title 1 Presentation

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0000HHHHH N000000 I got a BSI
Letter from MR. FAAS!!!!!!!!!!!!



RELAX



What is Basic Skills?

Basic Skills Instruction is supplemental instruction in either Language Arts Literacy or Mathematics.

Instruction and support are provided in the basic concepts and skills that students need in order to be successful in their classroom.



Goals of Basic Skills

Continue to provide a safe and orderly school environment by building and fostering relationships that promotes positive student behavior.

Increase the number of students meeting or exceeding the learning standards.



Basic Skills Teacher

Each Grade has a basic skills teachers in the classroom for part of the day.

The teacher is there to help support students in reading, writing and math.

The goal is to improve and maintain proficiency in these subject areas.

The teacher helps improve the students on their individual needs and the progress is reported every trimester.



Determinations

Teacher Recommendations	Assessments	Administrative Approval
<ul style="list-style-type: none">● Initial recommendation made by previous year's teacher● Recommended student placement in a classroom with BSI support teacher● Current teacher recommendation after Fall assessments	<ul style="list-style-type: none">● NWEA MAP Math/ELA● Achieve Lexile● Into Math Assessments● Writing benchmark● Running Records (guided reading level)● Start Strong Assessment/ NJSLA ELA/MATH/SCIENCE WHERE APPLICABLE● Teacher Input● DIBELS● iReady Diagnostic	<ul style="list-style-type: none">● Evaluate prior recommendations and data● Compare with current assessment data● Make final determinations● Meet with BSI each trimester to track growth and needs

Using Data



COMPARISONS ?

GROWTH & ACHIEVEMENT MEASURES



PROJECTIONS

Projected result for tests

Approached Expectations

NJSLA
If taken in the spring

QUANTILE MEASURES

[About ranges](#)

Quantile*

420Q - 520Q

INSTRUCTIONAL AREAS ?

194 **Geometry** →

195 **Operations and Algebraic Thinking** →

197 **Number and Operations** →

212 **Measurement and Data** →

◆ Relative Strength

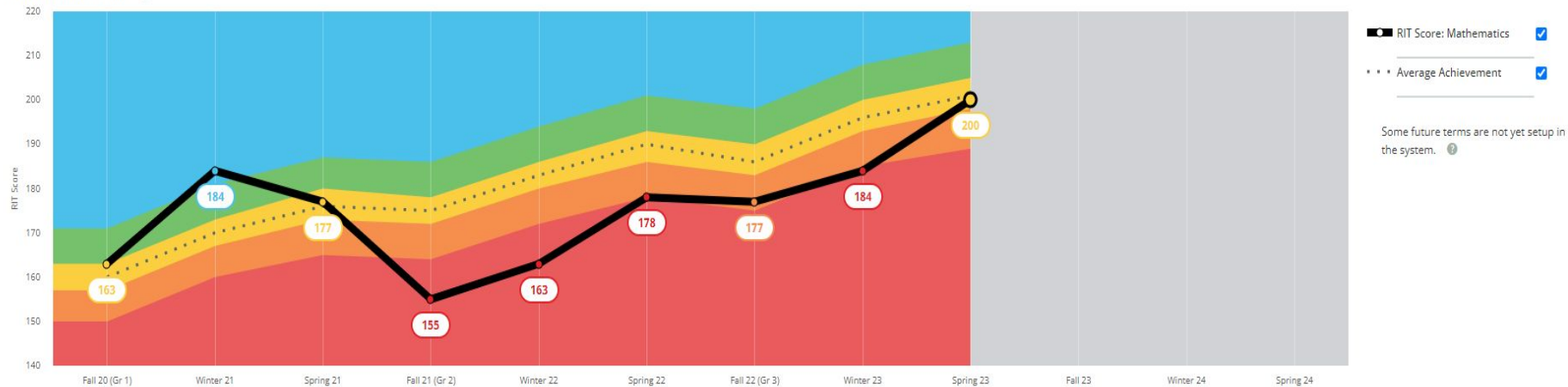
GROWTH GOALS ?

Because of the student's grade level, there are no terms left to set a goal.

Past Goals

There are no previous goals for this student.

GROWTH OVER TIME ?



Group by :

STANDARD TOPIC

Grade(s) :

All Grades

Show learning statements :

SHOW HIDE

View learning statements to :

REINFORCE DEVELOP INTRODUCE

View All Instructional Areas

Geometry

194
± 6.63

Operations and Algebraic Thinking

195
± 6.74

Number and Operations

197
± 6.85

Measurement and Data

Relative Strength

212
± 6.82

These learning statements apply to [REDACTED] current RIT score:

Filters

Geometry

Reason with Shapes, Attributes, & Coordinate Plane

Coordinate Geometry

[REDACTED] is ready to DEVELOP these skills (191-200):

Determines the coordinates of points in the first quadrant of a coordinate plane

Interprets points with whole number coordinates in the first quadrant within the given context

Fractions: Represent/Model

[REDACTED] is ready to DEVELOP these skills (191-200):

Identifies shapes that are divided into quarters

Identifies the fractional parts of shapes

Identification and Classification of 2-D Shapes

[REDACTED] is ready to DEVELOP these skills (191-200):

Composes or decomposes 2-D shapes to form new shapes

Identifies and names nonbasic shapes, such as trapezoids, hexagons, etc.

Identifies properties of triangles, squares, rectangles, and circles, given pictures

Identification and Classification of 3-D Shapes

[REDACTED] is ready to DEVELOP these skills (191-200):

Identifies and names cubes, cones, cylinders, and spheres

Identifies and names the 3-D shape of real-world objects

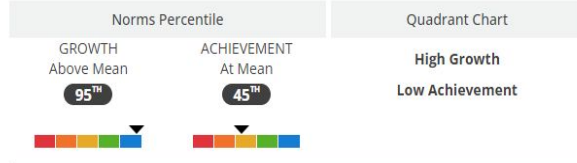
Identifies the number of faces, edges, or vertices for a 3-D object, given pictures

and concepts she is ready to learn.

strength when she is learning new material.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES



PROJECTIONS
 Partially Met Expectations
 Projected result for tests: NJSLA If taken in the spring

READABILITY MEASURES
 Lexile*
 495L - 645L

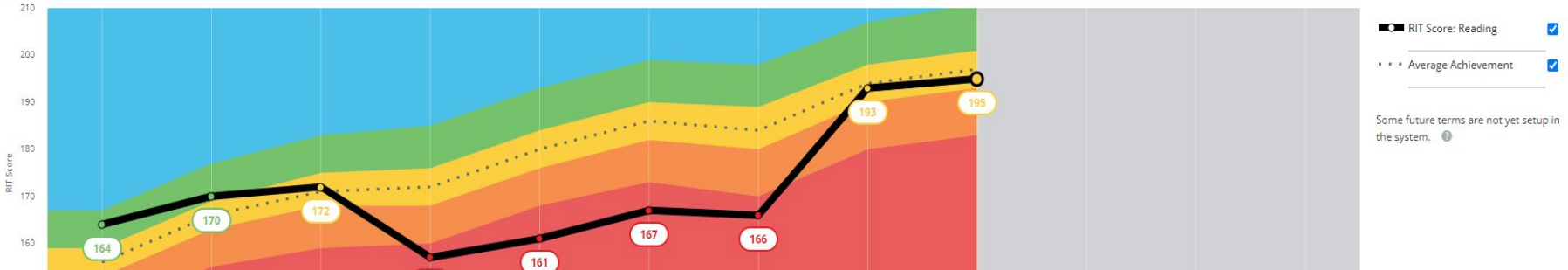
INSTRUCTIONAL AREAS

- 182 Informational Text: Key Ideas and Details (Suggested Area of Focus)
- 188 Informational Text: Language, Craft, and Structure
- 199 Vocabulary: Acquisition and Use
- 203 Literary Text: Key Ideas and Details
- 210 Literary Text: Language, Craft, and Structure (Relative Strength)

GROWTH GOALS

Because of the student's grade level, there are no terms left to set a goal.
 Past Goals: There are no previous goals for this student.

GROWTH OVER TIME



Informational Text: Key Ideas and Details

✦ Suggested Area of Focus

182
± 7.17

Informational Text: Language, Craft, and Structure

188
± 7.8

Vocabulary: Acquisition and Use

199
± 7.88

Literary Text: Key Ideas and Details

203
± 8.05

Literary Text: Language, Craft, and Structure

✦ Relative Strength

210
± 7.85

These learning statements apply to [redacted]'s current RIT score:

Informational Text: Key Ideas and Details

✓ Draw Conclusions, Infer, Predict

Cause and Effect

[redacted] is ready to **DEVELOP** these skills (181-190):

Determines the cause of a situation or event in informational text.

Following Directions

[redacted] is ready to **DEVELOP** these skills (181-190):

Locates information in a set of directions.

Understands sequence in a set of directions.

Inferences, Conclusions

[redacted] is ready to **DEVELOP** these skills (181-190):

Draws conclusions from informational text.

Locating Information

[redacted] is ready to **DEVELOP** these skills (181-190):

Locates details in informational text.

Locates information in a set of directions.

Sequencing

[redacted] is ready to **DEVELOP** these skills (181-190):

Understands sequence in a set of directions.

✓ Summarize; Analyze Central Ideas, Concepts, and Events

Following Directions

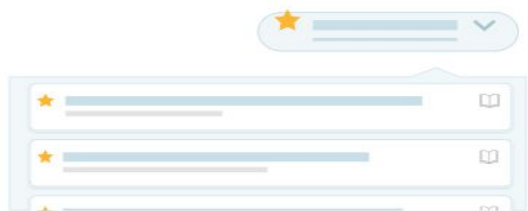
[redacted] is ready to **DEVELOP** these skills (181-190):

Locates information in a set of directions.

Subject	Skill	Questions missed
● ELA	Use actions and dialogue to understand characters CXM	32
● Math	Estimate sums by rounding: up to 1,000 3Y9	23
● Math	Interpret line plots YXD	12
● Math	Create rectangles with a given area G6Y	10
● Math	Identify functions QTA	9

[See all 30 skills](#) ▾

IXL's instructional resources—including video tutorials, lessons, learn with an example, and detailed answer explanations—are easy to access and available whenever students need them. Remind your student to carefully read explanations before moving on to the next question!



💡 [redacted] has 224 suggested skills to start working on. View the Recommendations wall to see all 260 skills Natalie's teachers have assigned.

[View 260 suggested skills](#) >



💡 [redacted]'s biggest opportunity for growth is in: Grammar and mechanics.

[redacted] personalized action plan, based on their IXL Diagnostic results, identifies the exact areas and skills [redacted] can work on next to boost progress.

[View 84 personalized skill recommendations](#) >



Encourage [redacted] at-home practice

[redacted] can work on IXL skills in the classroom and at home! Sign in to access unlimited practice in 9,000+ skills.

[Sign in now >](#)

[Learn how to sign in >](#)



Help [redacted] learn on any device

Take learning on the go with the IXL mobile app! The IXL app is fun, easy to use, and works on phones and tablets.

[Download the app >](#)



Sign in and view [redacted] progress

Access reports that give insight into [redacted] work on IXL. See exactly what they've accomplished and where they may need additional support.

[Get the IXL Analytics guide >](#)

[See IXL Analytics in action >](#)



Stay up to date on IXL

Learn about the latest IXL features and boost [redacted] progress with resources that help them get the most out of IXL.

[Visit the IXL blog >](#)

Appendix E: DIBELS 8th Edition Benchmark Cut-scores

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
Green - Core Support	25+	37+	42+	42+	57+	59+						
Yellow -Strategic Support	24	36	41	41	56	58						
Red - Intensive Support	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Green - Core Support	14	42	52	46	56	60						
Yellow -Strategic Support	4	28	43	30	42	44						
Red - Intensive Support	1	23	37	19	34	37						
	0	22	36	18	33	36						
		0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Green - Core Support	19	35	48	46	77	86	85	102	116	120	137	140
Yellow -Strategic Support	8	24	30	29	51	54	49	67	75	75	93	104
Red - Intensive Support	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
Blue - Core Support	–	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
Green - Core Support	1+	8	12	15	25	27	24	35	38	33	45	44
Yellow -Strategic Support		3	7	5	14	15	15	20	22	24	30	31
Red - Intensive Support		2	6	4	13	14	14	19	21	23	29	30
	0	1	4	1	10	11	10	15	17	18	23	24
			2		9	10	9	14	16	17	22	22

Key:
Bold: the minimum score needed for *core support*
see legend for additional information

Teachers

Teachers track these skills that need improvement and work with the student in small groups to help them improve.

The teachers track progress and goals on their own and create plans and modifications as the students make progress.

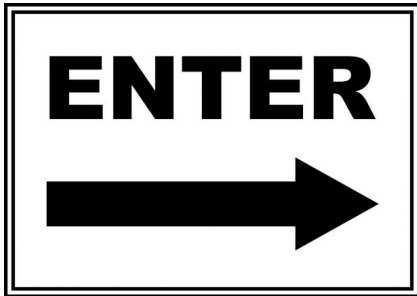


BSI Lesson Plan Example



Students enter and exit basic skills. This is determined using data and teacher progress at the end of the year.

Even if a student meets their goals they will still me track by the basic skills teacher to make sure that they are maintaining the skills.



Survey

There will be a survey that will be sent home at the end of the year for the parents to give any feedback on our Basic Skills Program

Last year the results was more ways to help at home so that was added to the progress report



Title 1 Compact

Compact



QUESTIONS???

