AGENDA FOR TONIGHT’S MEETING

- What is Title I?
- Why is your child eligible?
- How have we used Title I $ to help “at-promise” students. What were the results?
- Title I fund use 2018-2019
- How else could we use the funds?
WHY WE HAD BRAINSTREAM: LEARNING OUTCOMES

Academic Skills aligned to the CCSS/NJSLS:
- Critical thinking
- Problem Solving / Design Thinking

Socio-emotional Learning:
- Collaboration
- Effort (Fail forward, keep trying)
- Perseverance and Grit
INCREASED INTELLIGENCE

Dr. Reuven Feuerstein’s Theory of Structural Cognitive Modifiability:

Structure Cognition into 3 Phases:
1. Input
2. Reasoning or Elaboration
3. Output

From Pedagogy of Confidence by Dr. Yvette Jackson
HOW THE STRUCTURE OF STREAM FOLLOWED THE STRUCTURE OF INTELLIGENCE MODIFICATION THEORY

Phase 1: Input
- Stop and Think/
  - Select a Focus
- Gather Information

Phase 2: Elaboration
- Brainstorm Solutions
- Plan

Phase 3: Output
- Take Action
- Check
- Reflect
Teaching One Process for Problem Solving / Decision Making / Research K-12

Moss School’s Problem Solving Process
Campbell’s Problem Solving Process
Edgar and MHS Research Process

Stop and Think:
What is the problem/question?

Gather Info:
What information do I have?
What do I know?

Brainstorm, Plan, Choose:
How can I solve this?
What is the best choice?

TRY!

Check/Revise:
Did it work? If not, what should I try now?
Do I need to try another way?
Teaching Problem Solving and Decision Making through Inquiry?

**Types of Student Inquiry**

*By: @trev_mackenzie*

- **Structured Inquiry**: Students follow the lead of the teacher as the entire class engages in one inquiry together.
- **Controlled Inquiry**: Teacher chooses topics and identifies the resources students will use to answer questions.
- **Guided Inquiry**: Teacher chooses topics/questions and students design products or solutions.
- **Free Inquiry**: Students choose their topics without reference to any prescribed outcome.
Teaching students to swim through a world of information and questions

STOP

GATHER INFORMATION

BRAINSTORM

PICK THE BEST ONE

GO!

CHECK

Stop and Think:
What is the problem?

Gather Info:
What information do I have?
What do I know?

Brainstorm, Plan, Choose:
What is the best option to solve this problem?

TRY!

Check/Revise:
Did it work? If not, what should I try now?
<table>
<thead>
<tr>
<th>Median SGPs of Skills Level Classes</th>
<th>Average SGP of Skills Level Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>mSGP 88</td>
<td>Homogeneous, <em>Co-teaching</em></td>
</tr>
<tr>
<td>mSGP 82</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 80</td>
<td><strong>Heterogeneous, Co-teaching</strong></td>
</tr>
<tr>
<td>mSGP 80</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 65</td>
<td><strong>Heterogeneous, Co-teaching</strong></td>
</tr>
<tr>
<td>mSGP 55</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 51</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 51</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 44</td>
<td>Homogeneous, one teacher</td>
</tr>
<tr>
<td>mSGP 26</td>
<td>Homogeneous, one teacher</td>
</tr>
</tbody>
</table>

*Title I STREAM Students ELA mSGP/Avg. SGP

**Title I STREAM Students Math mSGP/Avg. SGP

A closer look
## WHAT DOES THE DATA TELL US?

<table>
<thead>
<tr>
<th>School year</th>
<th>Total number of Title I Eligible students Grades 3-8</th>
<th>Total number of Title 1 students in after-school stream</th>
<th>Total number of Title I students in summer stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>243</td>
<td>55 - SWATT</td>
<td>35</td>
</tr>
<tr>
<td>2014-2015</td>
<td>217</td>
<td>42</td>
<td>62</td>
</tr>
<tr>
<td>2015-2016</td>
<td>217</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>2016-2017</td>
<td>238</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>2017-2018</td>
<td>495 (expanded to include Level 3 scores)</td>
<td>31 as of 11/14/17</td>
<td></td>
</tr>
</tbody>
</table>
What are some ideas? What else?

**BRAINSTORMING:**

WHAT ARE POSSIBLE SOLUTIONS?

1. Co-teaching - two certified teachers in the room
2. training on and implementation of curriculum that incorporates “higher order thinking skills, problem solving, and metacognition” (infusing STREAM-like programming / units into curriculum and instruction)
3. Response to Intervention (RtI) systematic school-wide implementation - make sure students don’t get lost
4. Equitable practices in scheduling, discipline (restorative justice) and mobility/placement
5. Differentiation, personalization
6. Online programs that can be differentiated to meet student levels and provide instant feedback, providing supplemental online materials
7. **Tier II as In-class Support, Tier III Extra time**
8. Flexible grouping with an Enrichment class for students who have mastered skills, other sections heterogeneous with supports
9. Before and after school programming / classes as supplemental
10. Building confidence, growth mindset, SEL
11. Partner with University - ID students who work with Math big brother/sister during lunch
12. Students teaching other students/tutoring
13. Teacher co-planning / articulation
14. Advisory Program for at-risk students - including internships,
15. SLE - Structured Learning with a career path mentor
16. Counseling programs from outside agencies
17. Teacher student relationships - time to develop those relationships
18. clearer criteria for placement in levels
19. cover same standards, modify amount of text needed to be read and amount of writing required from students who struggle with reading and writing
20. Placement suggestions: social and emotional needs/behavior, metacognitive ability/awareness, languages spoken, supports outside classroom, alternative assessment, motivation, learning styles, twice exceptional, differences in abilities in reading versus writing/vice versa
21. Engaging practices, service-learning, project/problem based
22. Gifted/enrichment programs for all
23. Teaching kids how their brain works
24. Teaching perseverance
Before school and after school help 
High school students to help younger students

Do they feel that they fit in? 
Motivation

Restorative Justice (pulling kids)
Internships (Career Path)

Growth Mindset

Enrichment For All
How do we find success?

Co-teaching - more effective (special ed or RTI)

K-1 Phonics in curriculum

Time for teachers to brain storm

A student's interests

Relationships

Common/co-planning time

Win content across

Sel (social skills)

dual rest reader

Experiential learning

Shorter STREAM sessions
## HOW WE PLAN TO USE THE TITLE I FUNDS FOR 2018-2019 TO INCREASE STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>School</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES</td>
<td>- PD For Teachers in Writing Research Papers</td>
</tr>
<tr>
<td></td>
<td>- Tutoring/Mentors</td>
</tr>
<tr>
<td>EMS</td>
<td>- Co-Teaching</td>
</tr>
<tr>
<td></td>
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<tr>
<td>MHS</td>
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<td>- Advisory Program</td>
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<td></td>
<td>- Tutoring/Mentors</td>
</tr>
</tbody>
</table>
Modifying Intelligence
Social Intelligence, Emotional Intelligence and Academic Intelligence through Introspective Questioning and Guided Interactions

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase II: Process</td>
<td>Brainstorm: What have you tried? What might work?</td>
<td>Brainstorming: What tools can I use to make myself feel better?</td>
<td>Brainstorming: How can I solve this?</td>
</tr>
<tr>
<td>Phase II: Process</td>
<td>Evaluate the Solution: What are the pros and cons?</td>
<td>Evaluate the Solution: Has this helped me in the past? How did it help? How did I feel after?</td>
<td>Plan: What is the plan?</td>
</tr>
<tr>
<td>Phase III: Output</td>
<td>Plan and Act: What are your next steps?</td>
<td>Plan and Act: “Turn on tool to make my situation better.”</td>
<td>Solve / Answer</td>
</tr>
</tbody>
</table>
What is SWATT?

S.W.A.T.T. is an after-school program to address the needs of our Edgar and Campbell students struggling in Math. The concept driving the design of the S.W.A.T.T. program is based on the research that students retain 90% of what they teach others.
Who: SWATT Teachers

- One day a week at Edgar School, Edgar student participants were trained by SWATT teacher facilitators (certified Metuchen staff) skills to attack math word problems.
Who: SWATT Students

Trained Edgar SWATT participants then taught Campbell SWATT students struggling with math word problems their skills and strategies through fun and engaging activities after-school, one day a week, at Campbell School.
Student problem solving strategies to attack math word problems

Problem Solving - brainstorm

Skills
- reading
- vocabulary
- understand
- facts
- question
- inference
- writing
- counting
- subtracting
- addition
- multiplying
- dividing
- geometry
- algebra
- estimation
- inverse operation
- modeling

Steps
1. Read the problem. whole
2. Understand what the problem is asking us to do. (question)
3. Underline the important facts. (math/numbers)
4. Choose the operation.
5. Write an equation.
6. Solve (Strategy) = show work
7. Write the answer. label complete sentence.
8. Check your answer. estimate
# 4 Square Problem Solving Strategies

<table>
<thead>
<tr>
<th>Question</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need to find out?</td>
<td>What do I know?</td>
</tr>
</tbody>
</table>

- student created word problem

- Draw a model and solve.

- **Check?** Does it make sense? **Reasonable?** How do you know?
WHAT ELSE COULD WE DO TO BEST SUPPORT YOUR CHILD?

- Please give us your suggestions, thoughts, ideas, hopes for our consideration / research.

- Thank you!