

Marlborough School Plan

Marlborough, as a part of SAU 29, is following the transitional Common Assessment Map. Marlborough will now use the "Kindergarten Math Assessment" to anchor its point system at the level in that discipline, and now use the Fountas & Pinnell Benchmark (BAS) for ELA in grades one and two. Smarter Balance will continue to be used for math and reading in third grade and above. (Please see revised eligibility guidelines in the attachments.) Please note that the effort will be to serve primary level children first, with sufficient supplemental time for effective remediation, and the intermediate grades as time allows.

Marlborough uses a pull-out approach in reading, outside of core instructional time; math tends to be push-in. Centers are often employed for math and it is understood that Title I students must avail themselves of other center opportunities with the "Title I Center" as supplemental for identified children. Student progress will be detailed daily and reviewed weekly. Individual plans will be altered as identified by the progress charts.

Supplemental materials include Fountas and Pinnell kits with their leveled and repetitive readers, Foundations and Wilson for phonology and phonics, word families strategies, games, and teacher-made materials, and guided reading. Supplemental math instruction includes pre-teaching, re-teaching, repetitive practice, and supplemental help with "Go Math." Cuisenaire rods and other manipulatives are used for foundational math sense/concepts as are various apps. Marlborough enjoys a math consultant who, through the RTI/data team, provides curriculum input. All of the curricula noted are research-based and Marlborough's use of a math consultant and Dr. Carol Tolman for reading speak to its work to stay current with quality practices to help students reach challenging state standards.

Marlborough Title I offered an informational table with Parents-Right-to-Know Flyer, Parent Inv. Policy, and other handouts during the evening Open House and at Kindergarten Parent Orientation. A February event (breakfast) is planned also, with reading games for parents/children which will also be available for take-home use.

Title I instructors will meet 1x/week, during a scheduled collaboration period, with the classroom teachers. At these meetings instructional planning and student progress monitoring will occur. Detailed records concerning student progress and instructional progress will be kept in the form of anecdotal notes and detailed check lists. Students may move in or out of Title I based on these check lists and conversations.

Weekly collaboration periods are built in to the master schedule. Special Education professionals will be in attendance and others will be invited as the needs are identified.

Title I funds will be used to pay the tutors working directly with the students. The funds will also be used to supplement basic supplies for small group instruction. Additional funds will be used for the transportation and support of needs for the homeless students.