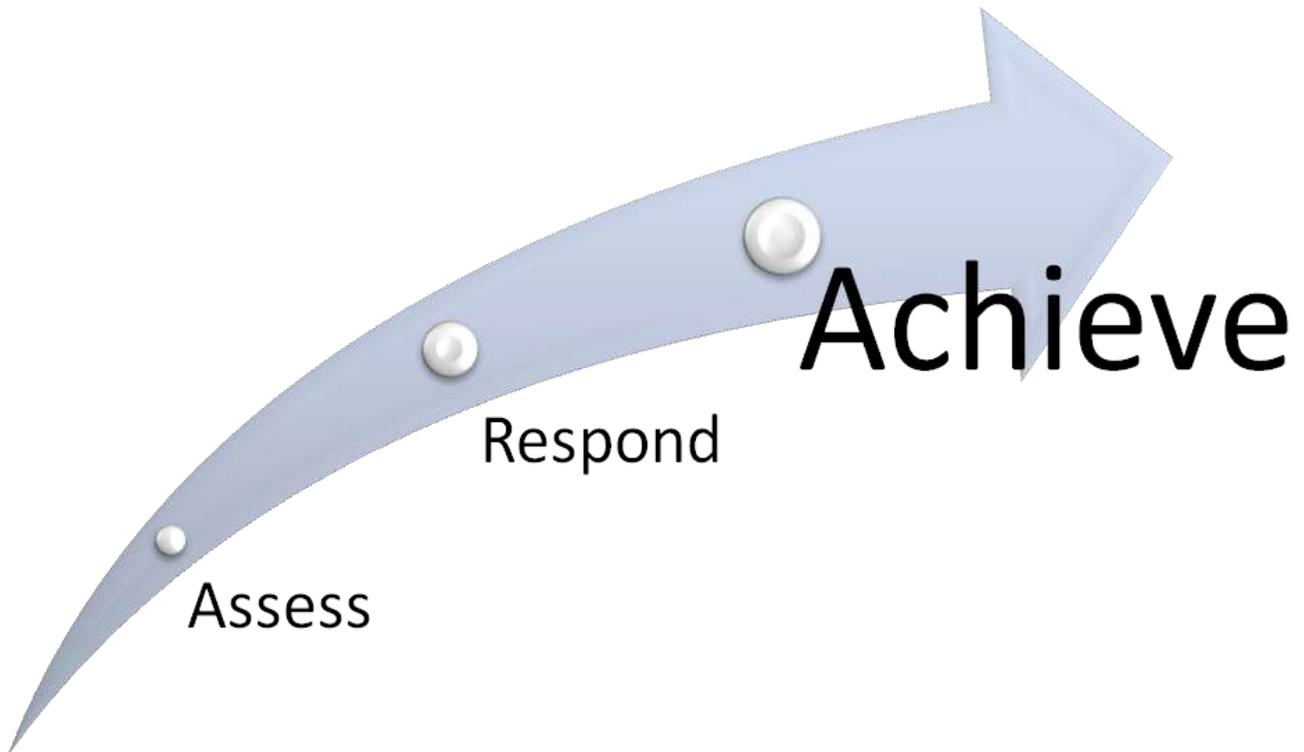


Woodstown-Pilesgrove Regional School District



Achieve Program

GUIDELINES

2020-2021

**WOODSTOWN-PILESGROVE REGIONAL SCHOOL DISTRICT (WPRSD)
ACHIEVE PROGRAM**

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Mission Statement

Woodstown Pilesgrove Regional Schools embody a collaborative partnership that provides a secure, supportive environment with high quality resources based upon New Jersey's Student Learning Standards, committed to challenging and empowering each individual to see and pursue his/her potential and to develop a passion for life-long learning in our diverse and changing world.

In keeping with its mission of ensuring that every student meets with success, the Woodstown-Pilesgrove Regional School District has designed and implemented ACHIEVE. ACHIEVE is a comprehensive program of services to support students who are demonstrating academic need in the areas of English/Language Arts and Mathematics. Specific support services are designed based on the needs of students and available resources and delivered within the context of the individual school learning community.

Identification and selection of students are based on individual results of the needs assessment conducted by each school using multiple measures. Measures used include: standardized tests, benchmark assessments, grades, and teacher observations. Based on the results of the needs assessment, students performing below the district established minimum level of proficiency (MLP) are targeted for assistance. See Board Policy 2415.

Individualized and small group instruction is provided for targeted students in an effort to boost their confidence and effective use of reading, language and math strategies to increase skill mastery and academic achievement. ACHIEVE instructors are highly qualified teachers (See Board Policy 2415.03) who work within the regular classroom as feasible or small group setting according to group size, and teacher and program schedules. They collaborate and co-teach with classroom teachers to provide continued and consistent instruction, skill progression and application.

The regular curriculum offerings, materials and resources in reading, language arts, and mathematics are the basis for the ACHIEVE services. Supplemental materials are provided as needed in order to reinforce and strengthen targeted instructional content and skill clusters. Additional support structures that occur during and beyond the school day and year are developed and implemented to optimize each student's achievement.

ACHIEVE goals:

1. Develop and implement an instructional plan to provide support to students identified for targeted assistance in language arts literacy and math to increase their academic achievement to meet or exceed the minimum level of proficiency.
2. Collaborate and coordinate supplemental instruction with classroom content delivery for uniform and consistent reinforcement and application of effective strategies.
3. Design and implement procedures to continuously monitor student progress and adjust support activities as needed to increase skill mastery and academic performance.
4. Conduct periodic assessment using established measures to gauge student growth and program effectiveness.
5. Articulate student progress and areas of continued need with colleagues and parents.

This handbook reflects state/federal mandated guidelines and regulations as well as district policies and procedures as they apply to ACHIEVE. It should be used as a reference throughout the school year and will be refined as needed based on input and suggestions from district stakeholders.

WOODSTOWN-PILESGROVE REGIONAL SCHOOL DISTRICT ACHIEVE IMPROVEMENT PROGRAM

Entrance/Exit criteria

The recommendations to enter or exit a student from the Achieve program are based on consideration of **multiple measures** of that student's performance. The data gathered for this process most often represents a significant span of time. While the process and timeline for recommending students to enter the Achieve program varies across buildings, the data gathered and the process to recommend students exit the program are identical across the three schools.

What Do We Mean by *Multiple Measures*?

Many people think of *multiple measures* in the plain English sense of the term, to mean using more than one score to make judgments about groups (such as classes, schools, and school districts) as well as individual students. The principle seems simple enough. As the National Council on Measurement in Education (1995) states in its *Code of Professional Responsibilities in Educational Measurement* (Section 6.7),

Persons who interpret, use, and communicate assessment results have a professional responsibility to use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

The Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, Standard 13.7) confirms,

In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision.

In fact, Title I of the 1994 Improving America's Schools Act required the use of multiple measures to judge the performance of schools, and that language carried over unchanged, in 2001, to No Child Left Behind (NCLB):

Such assessments shall involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding.

(Source: Brookhart, Susan M. "The Many Meanings of 'Multiple Measures'" Education Leadership. November 2009, 67:3, p. 6-12.

Across the district, teachers of the students in grades K-11 are required to evaluate each of their students using the WPRSD Academic Support Recommendation Rubric (**see appendix**). This rubric simply asks teachers to evaluate the degree of academic support each student requires. The evaluation is explicitly NOT about behavior, effort, and other factors that may influence performance: the focus is on the actual need for academic support.

This data is considered alongside any related standardized testing data (at least two years of scores), final grades in major subject areas, previous Achieve placements, any additional assessment data (ex. end of year math tests, Naglieri test, etc.), and additional teacher/staff commentary.

In the William Roper School (WRS), the data is collected during the winter and spring for grade K students. After the analysis and recommendation process students will receive additional readiness instruction in targeted areas. Students identified in grade K will then receive services in the first trimester of their grade one year. After which they will undergo re-identification.

In the Mary S. Shoemaker School, the data is collected at the end of the school year and then combined with the same span of additional data. However, the analysis and recommendation process does not take place in the summer. Rather, that process begins in time for first notification of parents via the fall parent conferences. From September to November, those students who were in the Achieve program during the previous school year will continue to receive support from Achieve teachers.

Woodstown Middle School (WMS) operates a fully integrated program and Achieve personnel, teacher teams with and school administration meet during the summer to analyze data and tier students for instruction based on that review. Teachers team for instruction to provide students with individualized and small group instruction as needed and monitor student progress on benchmark measures implemented throughout the year.

In Woodstown High School (WHS), Achieve personnel meet during the summer to analyze this data and make preliminary recommendations for students to be recommended for Achieve in math and/or English Language Arts. This program is integrated into the school day. In addition, some students are recommended for a “watch” list in those areas. Once scheduling of classes and teachers has been completed, the final list of recommended Achieve students is used to generate a notification letter for parents. (“Watch” students do not receive a letter at this time).

In accordance with federal/state guidelines, it shall be the policy of the Woodstown-Pilesgrove Regional School District’s Achieve Improvement program to service selected students for a minimum of one full semester before any consideration for release will be considered. At mid-year, the following steps to exit a student from the program may be employed at the discretion of the Achieve Improvement staff and supervisor.

1. Students performing very well will be discussed by a team of staff members, including the student’s regular subject teacher, Achieve teacher, guidance staff, and administrators.
2. Multiple measures including formal and informal assessments will be considered in the evaluation process.
3. If minimum standards have been achieved and class performance is acceptable, parents will be contacted to discuss the possibility of removing a student(s) from the program.

Internally, the following process will be followed by school personnel in accord with the above steps:

1. The Achieve teacher will notify the program coordinator and guidance counselor and subsequently send a completed form to the curriculum office that explains the reasons for the recommendation. Normally, we will not remove a student prior to the conclusion of one semester. Conversely, if a struggling student who would benefit from the program is identified, we will act upon it promptly.
2. The completed form will be reviewed in the curriculum office. The program coordinator will notify the guidance counselor and the Achieve teacher of the response to the recommendation.
3. If any change is recommended, the guidance counselor will make initial contact with the parent or guardian and provide general information (ex. how a change could affect the child’s schedule) and inform them that an Achieve teacher will be following up with more details.
4. The Achieve teacher will make contact with the parent and explain the program in more specific details (content area). Parents may need time to make a decision, but they should be told to contact the guidance counselor with their decision.
5. The guidance counselor will inform the program coordinator and the Achieve teacher of the outcome and of the need for any scheduling change. The program coordinator will notify the PowerSchool administrator/scheduler of any changes that need to be made in PowerSchool.

Release of students on the basis of parent request

We are required to provide pupils who are below statewide standards in English Language Arts or mathematics with remedial programs and services to address their needs. The district has developed an Achieve Improvement model, which provides these services as part of a student’s regular instructional program. The district has also developed the option to remove such students from such programs and services if during the course of instruction, they achieve the minimum standards.

At a parent's request, the district will re-assess a student's need for remedial services, and, if necessary, remove a student from the program. Any parental request(s) for student dismissal from the program are to be directed to the Director of Curriculum & Instruction.

Response and Reinforcement Format

The role of the Achieve teachers and formats of delivery vary across schools. Below are brief descriptions of the different formats of instructional support-

- **William Roper School (WRS)**

For a detailed chart that explains how WRS has applied the Response-to-Intervention/Multi-tiered System of Supports (RTI/MTSS) model to its overall instructional program, see the appendix. Achieve teachers are a key component of that model, as many provide additional support (through a co-teaching model) to those students who need it (this is considered the next level—or Tier II—of support), as well as Tier III support (which is either one-on-one or small group work outside of the regular classroom schedule

- **Mary S. Shoemaker School (MSS)**

For a detailed chart that explains how MSS has applied the Response-to-Intervention/Multi-tiered System of Supports (RTI/MTSS) model to its overall instructional program, see the appendix. Achieve teachers are a key component of that model, as many provide additional support (through a co-teaching model) to those students who need it (this is considered the next level—or Tier II—of support), as well as Tier III support (which is either one-on-one or small group work outside of the regular classroom schedule.)

- **Woodstown Middle School (WMS)**

The RTI/MTSS is utilized at the middle school level with Tier II and Tier III instruction in Woodstown Middle School clearly defined within the regular school day. Tier II instruction is provided by Achieve teachers who provide support through a co-teaching, team model. Tier III instruction is provided \at least once per week, and consists of small group interaction, pre-teaching, and remedial work.

- **Woodstown High School (WHS)**

The scheduling structure at WHS leads to a different format of instruction. Formative assessment data is used to address skill deficiencies preventing students from independently mastering the core content knowledge. Tier III in WHS would include students' participation in our support scheduled both during teacher "office hours" and our smart-lunch period.

Student Progress Monitoring

Achieve teachers, working with their co-teachers, regularly monitor student progress and discuss students at team, department, and faculty meetings. Changes in the Tiers of instruction a student may require are considered, and guidance and administrators are consulted in those situations. In the appendix, coaching cards used at the Mary Shoemaker School are offered as a sample for a more formal means to gather and chart student progress. Additional data collection tools that assist in monitoring student progress are also being reviewed via LinkIT.

Parent Involvement

See BOE Policy 2415 to review district guidelines. See BOE Policy 2415.04 for parental involvement guidelines. At the present time, the Middle School, Mary S. Shoemaker School and the William Roper School offer annual parent sessions for parents/guardians of Achieve students.

In the Woodstown High School, the parental involvement aspect is more informal—though WHS has offered a formal overview of the program and offered administrative support for any parent inquiries or concerns. Most parents first meet and communicate face to face with the Achieve teachers through Back to School Night programs and ongoing communication is accomplished via scheduled conferences, and through the use of email, voicemail and interim and quarterly progress reports. Woodstown High School offers an annual session for parents of students receiving achieve services, while Woodstown Middle School, Mary S. Shoemaker Elementary School, and William Roper Early Childhood Learning Center use a parent liaison to facilitate parent involvement and participation in their child's educational program.

Program evaluation/assessment

In the William Roper School and the Mary S. Shoemaker Elementary School, parents are surveyed annually to obtain their feedback and input regarding program satisfaction. Additionally, parent and student participation in program activities and events are documented. Parent and student feedback is obtained during the school year in Woodstown Middle and Woodstown High Schools and as needed during the course of the year based on student performance and progress.

Data is collected on all students across multiple measures at the end of each school year to determine growth and achievement. Included in the measures are state and local assessments, grades, program participation, and a rubric, which teachers use to rate student progress in English language arts and math. Once reviewed and analyzed, the data is used to determine student achievement and progress and future placement along with program improvement.

WPRSD Academic Support Recommendation Rubric

Choose the rating that BEST represents the student, and remember that your recommendation is based on the need for ACADEMIC support, not issues of behavior. This is form is for all students.

Other factors are considered for placement in various programs, so do NOT consider your score to be a program recommendation—but instead an evaluation of a student's needs.

Indicators of Student with Support Recommendation of 1	Indicators of Student with Support Recommendation of 2	Indicators of Student with Support Recommendation of 3	Indicators of Student with Support Recommendation of 4
requires maximum academic support to complete classwork	requires some academic support to complete class work	requires no academic support to complete class work	requires no academic support to complete class work
requires directions repeated or clarified multiple times	may require directions repeated or clarified more than once	completes tasks after directions are given once	completes tasks after directions are given once
rarely completes homework assignments	usually completes homework assignments	regularly completes classwork/homework assignments	regularly completes classwork/homework assignments
rarely contributes to class discussions; responses often unclear, confused or unconnected to topic	usually contributes to class discussions with thoughtful responses	regularly contributes to class discussions with insightful responses	regularly contributes to class discussions with insightful responses
watches group activities, adding few contributions to projects or assignments	participates well in group activities, adding some contributions to projects or assignments	leads group activities AND/OR adds important contributions to projects or assignments	leads group activities AND/OR adds important contributions to projects or assignments
needs support	approaching standards	achieve standards	exceeds standards

Woodstown-Pilesgrove Regional School District (WPRSD)
Academic Support Recommendation Rubric

Directions: On the electronic forms sent to you, please indicate a recommendation for each student for the content area(s) you teach. Choose the rating that BEST represents the student, and remember that your recommendation is based on the need for ACADEMIC support, not issues of behavior. *Other factors are considered for placement in various programs, so do NOT consider your score to be a program recommendation—but instead an evaluation of a student’s needs.*

Indicators of Student with
Support Recommendation of 1

- requires maximum academic support to complete class work
- requires directions repeated or clarified multiple times
- rarely completes homework assignments
- rarely contributes to class discussions; responses often unclear, confused or unconnected to topic
- watches group activities, adding few contributions to projects or assignments
- overall academic performance falls below grade level benchmarks

Indicators of Student with
Support Recommendation of 2

- requires some academic support to complete class work
- may require directions repeated or clarified more than once
- usually completes homework assignments
- usually contributes to class discussions with thoughtful responses
- participates well in group activities, adding some contributions to projects or assignments
- overall academic performance meets grade level benchmarks

Indicators of Student with
Support Recommendation of 3

- requires little or no academic support to complete class work
- completes tasks after directions are given once
- regularly completes homework assignments
- regularly contributes to class discussions with insightful responses
- leads group activities AND/OR adds important contributions to projects or assignments
- overall academic performance exceeds grade level benchmarks

**Response to Intervention/Multi-tiered System of Supports
WRS/MSS**

80% of interventions occur during Tier I

➤ **Tier I: Classroom Level Support**

- Implementation of Common Core Curriculum Standards
- Whole group and small group instruction
- Implementation of CITW strategies - See Attachment I
- Differentiated Instruction within the classroom setting

➤ **Tier II: Supplemental Small Group Support**

- Tier I Interventions
- Continue Common Core Curriculum Instruction
- Targeted instruction with Achieve teacher/ Plus Group Teacher/ Early –
- Literacy Coach/ Reading Specialist
- Extended Day Tutoring and Summer Program

➤ **Tier III: Individualized, Intense Support**

- Tier I Interventions
- Tier II Interventions
- Continue Common Core Curriculum Instruction
- No more than two-one instruction

MARY S. SHOEMAKER SCHOOL

201 EAST MILLBROOKE AVENUE
WOODSTOWN, NEW JERSEY 08098-1392

Phone: (856) 769-0144 Fax: (856) 769-9388 www.woodstown.org

MS. DIANE CIOFFI
Principal

MRS. JENNIFER HILDEBRAND

Dean of Students

MRS. MICHELE MARTINEZ
Director of Special Education

2019-2020 ELEMENTARY (Grades 1-5)

TITLE I PARENT LETTER

Date: _____

To the Parent/Guardian of: _____

The Woodstown-Pilesgrove Regional School District is committed to supporting the academic needs of its students. Under *The Every Student Succeeds Act (ESEA)*, we are required to identify students who need additional academic support through the Achieve program in language arts and/or mathematics.

Based on the criteria below, it was determined that your child is eligible to receive extra support in the area(s) indicated below.

___ **English/Language Arts**

___ **Mathematics**

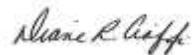
___ Previous Teacher Recommendation	___ Previous Teacher Recommendation
___ Most Recent NJSLA Language Arts score	___ Most Recent NJSLA Math score
___ Participated in Achieve Last Year	___ Participated in Achieve Last Year
___ Current Teacher Recommendation	___ Current Teacher Recommendation
___ Fall Baseline Assessment Score	___ Fall Placement Assessment Score
___ Current Independent Reading Level	___ enVisions Topic 1 & 2 Assessments

The academic support your child receives will be specific to his/her needs. Your child will receive small group instruction from an intervention teacher. Your child’s progress will be monitored regularly and the classroom teacher will keep you informed of his/her progress.

To demonstrate our commitment to your child’s education, please review the attached school parental involvement policy and the permission slip. Please sign and return the enclosed permission slip for Achieve support to your child’s teacher **by** _____. As your child experiences success with this extra support, s/he will have the opportunity to exit the Title I program. In order to do this, your child must meet the school and district targets based on the following criteria: Teacher Recommendation and Current Independent Reading Level and/or the Math Assessment.

We look forward to working in partnership with you to support your child’s academic success.

Sincerely,



Principal

MARY S. SHOEMAKER SCHOOL

201 EAST MILLBROOKE AVENUE
WOODSTOWN, NEW JERSEY 08098-1392

Phone: (856) 769-0144 Fax: (856) 769-9388 www.woodstown.org

MS. DIANE CIOFFI, Principal

MRS. JENNIFER HILDEBRAND, Dean of Students

MRS. MICHELE MARTINEZ, Director of Special Education

MARY S. SHOEMAKER SCHOOL

2019-2020 ACHIEVE PROGRAM PARENT/ STUDENT/ TEACHER PLEDGE

As you know your child _____ is participating in the Achieve program at school this year in reading and/or math. Federal guidelines require a pledge be created stating the clear expectations of the student, his/her parent, and the Achieve team. Please read the pledge with your child, sign it, and return it to school. If you have any questions, please don't hesitate to contact the Achieve teacher. Thank you!

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring completed assignments and homework to school.
- Know and follow school and class rules.
- Ask for help when I need it.
- Talk with my parents and teachers.
- Limit my TV watching and playing of electronic games.
- Respect my school, classmates, school staff, and family.

Student signature

Date

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Motivate my students to learn.
- Communicate with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching.
- Respect the school, students, staff and families.

Achieve Team Member signature

Date

Family/Parent Pledge:

I agree to assist my child with his/her responsibilities:

- Provide a quiet time and place for homework and monitor TV viewing and use of electronic games.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Assist my child getting ready each morning.
- Ensure my child gets a good night's sleep.
- Regularly monitor my child's progress in school.
- Respect the school, staff, students, and families.

Parent/Guardian signature

Date

WILLIAM ROPER SCHOOL
211 EAST LAKE ROAD PILESGROVE, NEW JERSEY 08098
Phone: (856) 769-0144 ext. 33100 Fax: (856) 624-4717

MRS. DIANE CIOFFI
Principal

MRS. CHRISTINE CARPENTER
Dean of Students

2020-2021 KINDERGARTEN TITLE I PARENT LETTER

Date:

To the Parent/Guardian of:

The Woodstown-Pilesgrove Regional School District is committed to supporting the academic needs of its students. Under *The Every Student Succeeds Act, (ESEA)*, we are required to identify students who need additional support meeting kindergarten standards in language arts literacy and mathematics.

Based on the criteria below, it was determined that your child is eligible to receive extra support.

- _____ Double time literacy block
- _____ Small Group Participation
- _____ Current Independent Reading Level
- _____ Current Benchmark Assessment Average
- _____ Teacher recommendation

The academic support your child receives will be specific to his/her needs. Your child will receive small group instruction from an intervention teacher. Your child's progress will be monitored regularly and the classroom teacher will keep you informed of their progress.

To demonstrate our commitment to your child's education, please review the attached school parental involvement policy and the *permission slip*. Please sign and return the enclosed permission slip for Achieve support to your child's teacher by _____.

As your child experiences success with the extra support they receive, they will have the opportunity to exit the program. In order to exit the Title I program, they must meet the school and district targets based on the following criteria: **Teacher Recommendation and Current Independent Reading Level and/or Benchmark Assessments.**

We look forward to working in partnership with you to support your child's academic success.

Sincerely,

Diane Cioffi,
Principal

WILLIAM ROPER SCHOOL
211 EAST LAKE ROAD PILESGROVE, NEW JERSEY 08098
Phone: (856) 769-0144 ext. 33100 Fax: (856) 624-4717

MRS. DIANE CIOFFI, Principal

MRS. CHRISTINE CARPENTER, Dean of Students

2020-2021 TITLE I / ACHIEVE PROGRAM PARENT/ STUDENT/ TEACHER PLEDGE

As you know your child _____ is participating in the Achieve program at school this year in reading and/or math. Federal guidelines require a pledge be created stating the clear expectations of the student, his/her parent, and the Achieve team. Please read the pledge with your child, sign it, and return it to school. If you have any questions, please don't hesitate to contact the Achieve teacher. Thank you!

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring completed assignments and homework to school.
- Know and follow school and class rules.
- Ask for help when I need it.
- Talk with my parents and teachers.
- Limit my TV watching and playing of electronic games.
- Respect my school, classmates, school staff, and family.

Student Signature: _____

Date: _____

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Motivate my students to learn.
- Communicate with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching.
- Respect the school, students, staff and families.

Staff Signature: _____

Date: _____

Family/Parent Pledge:

I agree to assist my child with his/her responsibilities:

- Provide a quiet time and place for homework and monitor TV viewing and use of electronic games.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school about my child's progress.
- Assist my child getting ready each morning.
- Ensure my child gets a good night's sleep.
- Regularly monitor my child's progress in school.
- Respect the school, staff, students, and families.

Parent/Guardian Signature: _____

Date: _____

WOODSTOWN MIDDLE SCHOOL
15 Lincoln Avenue WOODSTOWN, NEW JERSEY 08098-1392
Phone: (856) 769-0144 Fax: (856) 769-4102

Mrs. Allison Pessolano,
Principal



Home of the Wolverines

September 2020

To the Parent/Guardian of: _____

The Woodstown-Pilesgrove Regional School District is committed to supporting the academic needs of its students. Under *The Every Student Succeeds Act, ESEA*, we are required to identify students who need additional support meeting state proficiency requirements in language arts literacy and mathematics.

Based on the criteria below, it was determined that your child is eligible to receive extra support.

_____ Math Proficiency Status as per NJDOE

_____ ELA Proficiency Status as per NJDOE

_____ Student Academic Data

_____ Teacher Recommendation

The academic support your child receives will be specific to his/her needs. WMS will be offering support during the school day in the areas of math and English.

As your child experiences success with the extra support they receive, they will have the opportunity to exit the program. In order to exit the Title I program, they must meet the school and district targets based on the following criteria: Counselor Recommendation **and** proficiency status for math/English as defined by NJDOE.

We look forward to working in partnership with you to support your child's academic success.

Sincerely,

Mrs. Allison Pessolano
Principal

WOODSTOWN HIGH SCHOOL

W140 East Avenue WOODSTOWN, NEW JERSEY 08098-1392

Phone: (856) 769-0144

Fax: (856) 769-4102

MR. RICHARD SENOR
Principal

MRS. MICHELLE SPAVENTA
Assistant Principal



MR. JOSEPH URSINO
Director of Athletics

Home of the Wolverines

September 2020

To the Parent/Guardian of: _____

The Woodstown-Pilesgrove Regional School District is committed to supporting the academic needs of its students. Under *The Every Student Succeeds Act (ESEA)*, we are required to identify students who need additional support meeting state proficiency requirements in language arts literacy and mathematics.

Based on the criteria below, it was determined that your child is eligible to receive extra support.

_____ Math Proficiency Status as per NJDOE

_____ ELA Proficiency Status as per NJDOE

_____ Student Academic Data

_____ Teacher Recommendation

The academic support your child receives will be specific to his/her needs. WHS will be offering support during the school day in the areas of math and English.

As your child experiences success with the extra support they receive, they will have the opportunity to exit the program. In order to exit the Title I program, they must meet the school and district targets based on the following criteria: Counselor Recommendation **and** proficiency status for math/English as defined by NJDOE.

We look forward to working in partnership with you to support your child's academic success.

Sincerely,

Mr. Richard Senior
Principal