



WANAQUE PUBLIC SCHOOLS

GUIDED STUDY INSTRUCTION (GSI) PROGRAM

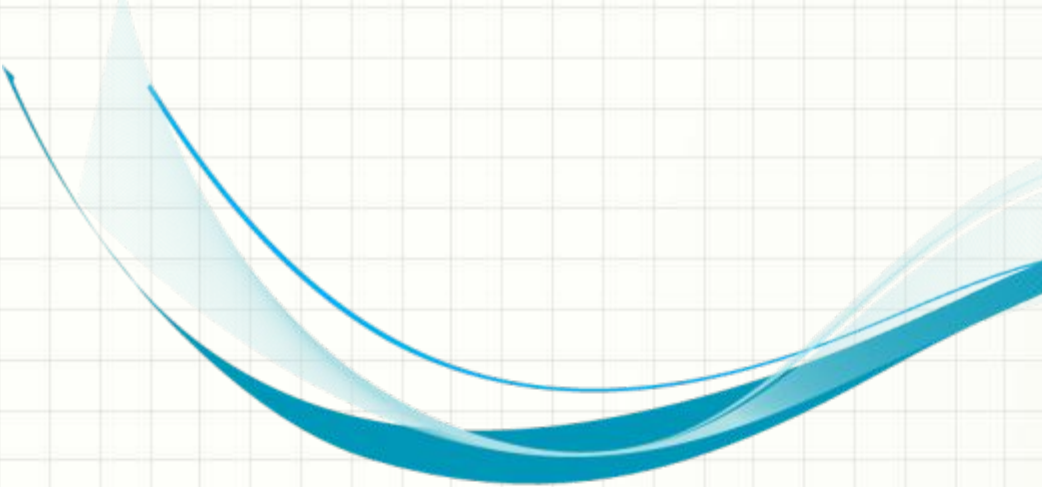
2021-2022

Presented by:

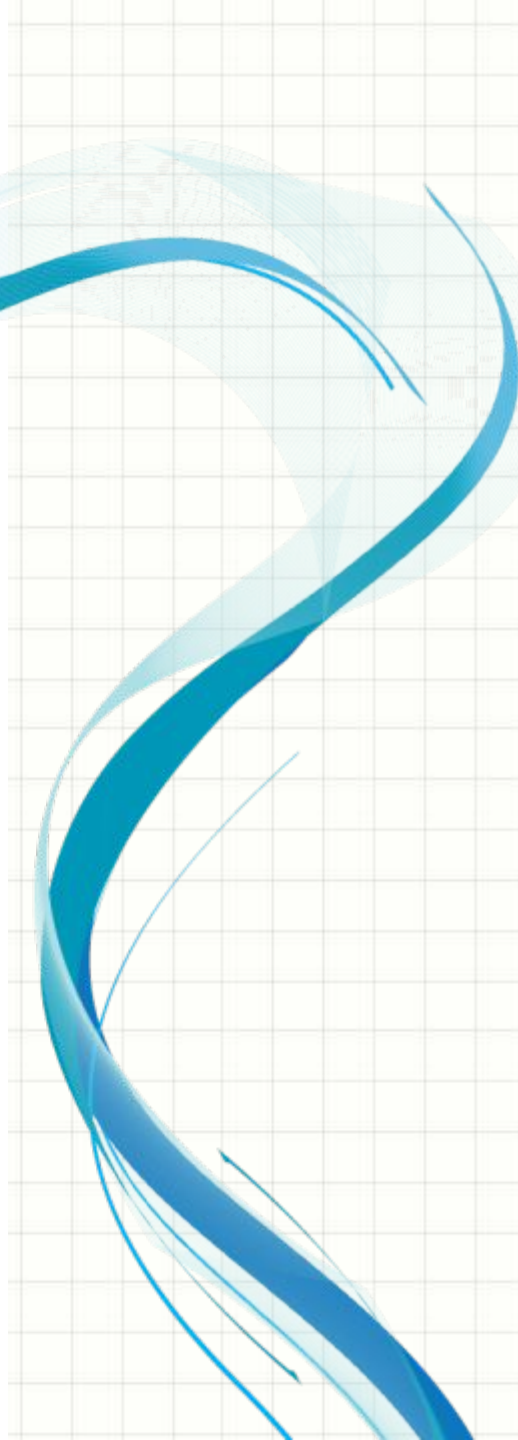
Deborah Caputo, Lori Hovsepian,
Fallon Iudici, Carrie Kreider,
Donna McGinley, Corrine Norton &
Ellen Soto

Information Meeting
Tuesday, October 5, 2021

What is the GSI Program?



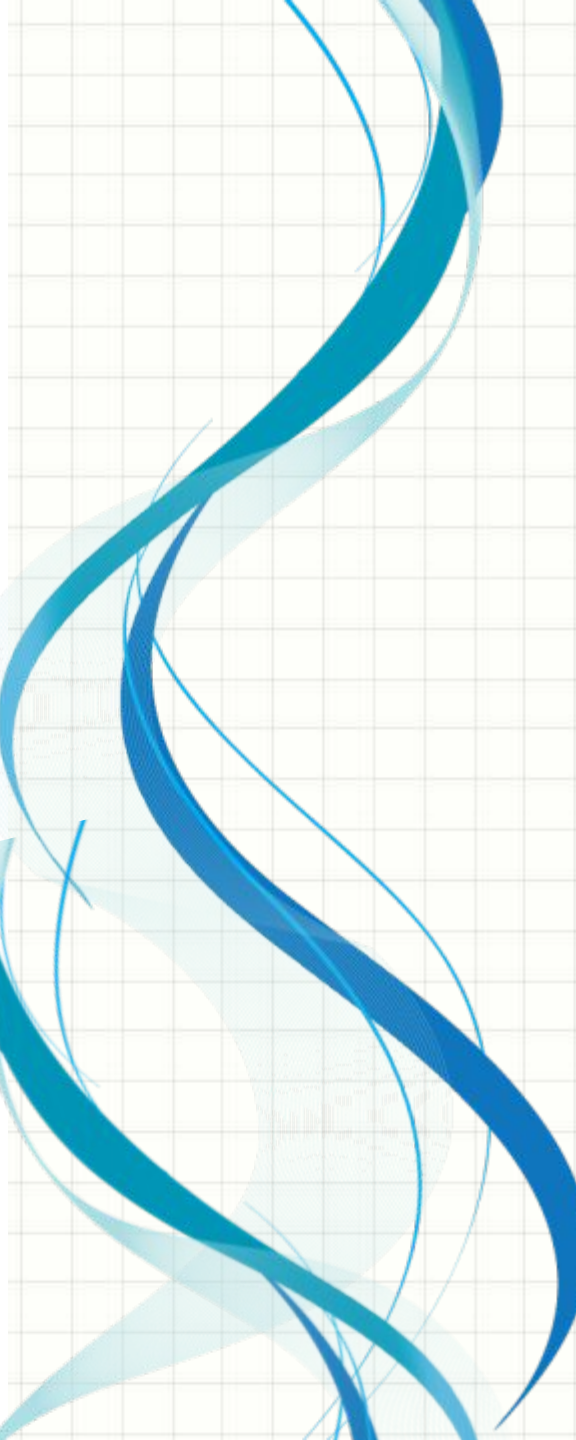
The GSI Program is a federally funded program that provides intervention services and learning opportunities in language arts and mathematics for eligible students.



How does a student become eligible for the GSI Program?

The following criteria are used to determine if a student is eligible:

- Teacher Recommendation
- District Assessments
- Universal Screeners



What are the goals of the GSI Program?

The GSI Program strives to:

Provide targeted instruction and additional practice to reinforce the necessary skills for learning.

- Provide targeted instruction in a small group setting
- Improve student achievement and confidence
- Monitor student progress and make adjustments
- Exit students when learning goals are met



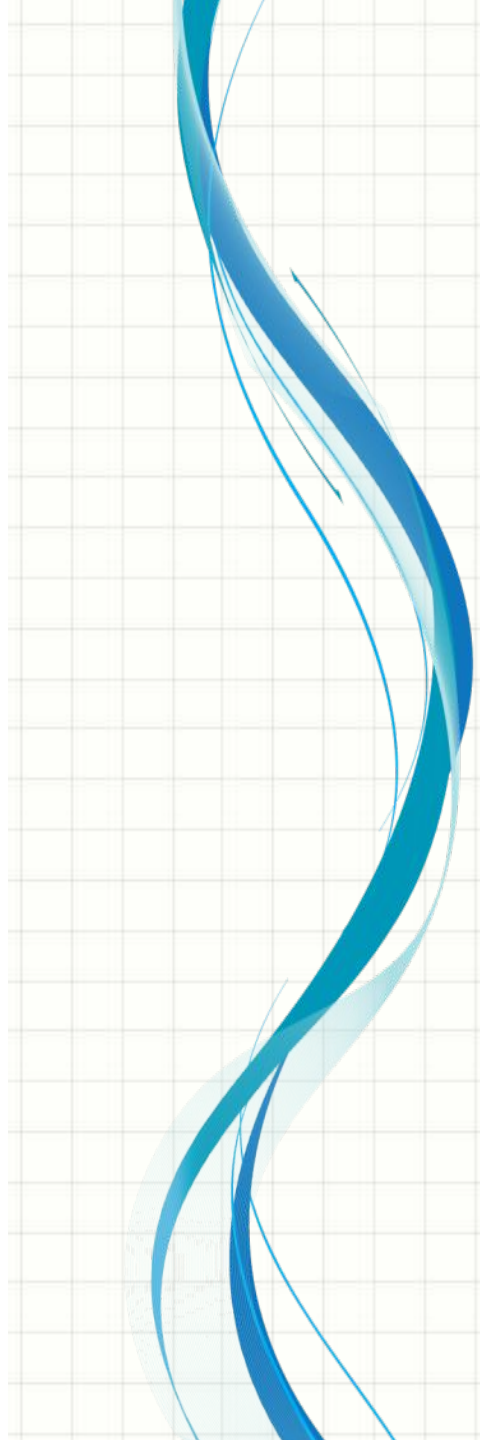
Pull-Out Groups and In-Class Support

Students in Grades 1-3 may be serviced **within the classroom and/or pulled out** to the GSI classroom for small-group instruction.

- **Pull-Out** groups meet for approximately 40 minutes, two to three times per week.
- **In-Class** services may include brief 10-minute interventions, three to five times per week.

Students in Grades 4-8 are serviced through the **in-class support** model.

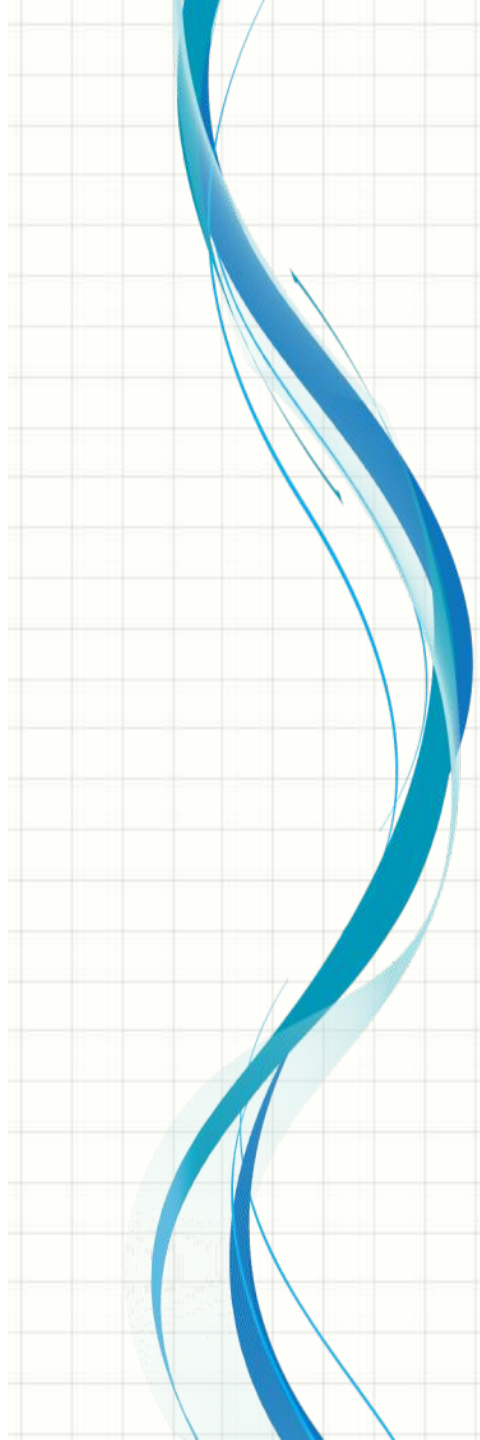
- The student **does not** leave the classroom. Instead, a GSI teacher will provide academic support within the classroom.



If students need support with Phonics

During each lesson students may:

- Practice phonemic awareness skills
(*hear and say sounds in spoken words*)
- Identify letters and the sounds they represent when reading and writing words
- Engage in word sorting activities
- Use manipulatives that represent sounds to spell words
- Practice reading accuracy and fluency

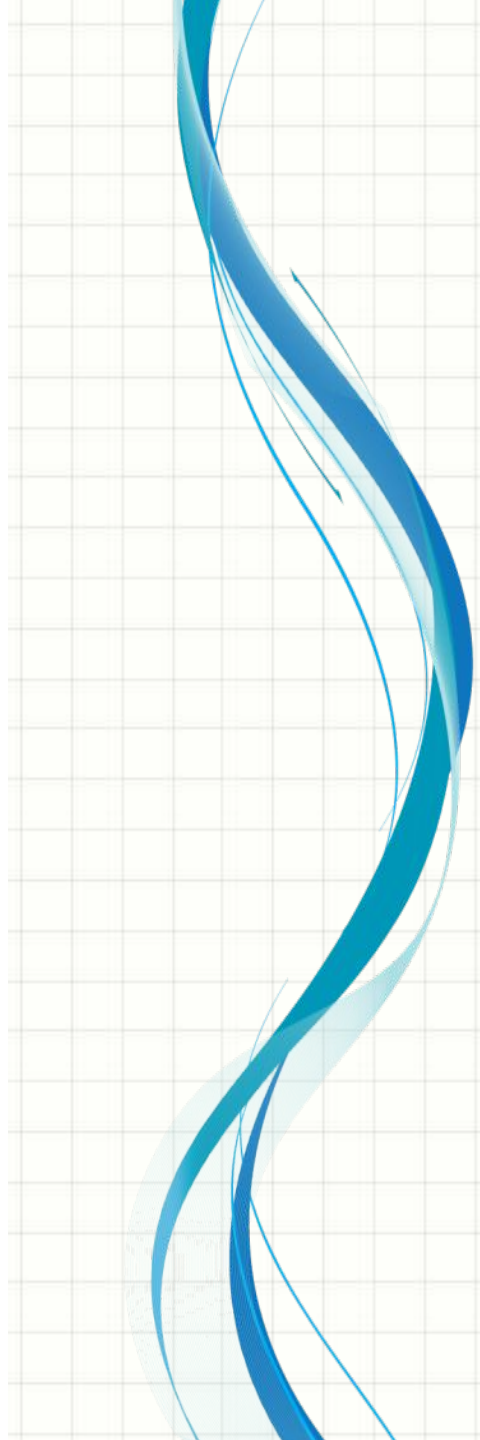


If students need support with Reading Skills

Grades One - Three

During each lesson students may:

- Read familiar texts to build fluency
- Read new texts to practice reading strategies and comprehension
- Work with words (spelling, phonics, vocabulary)
- Respond to texts through group discussion

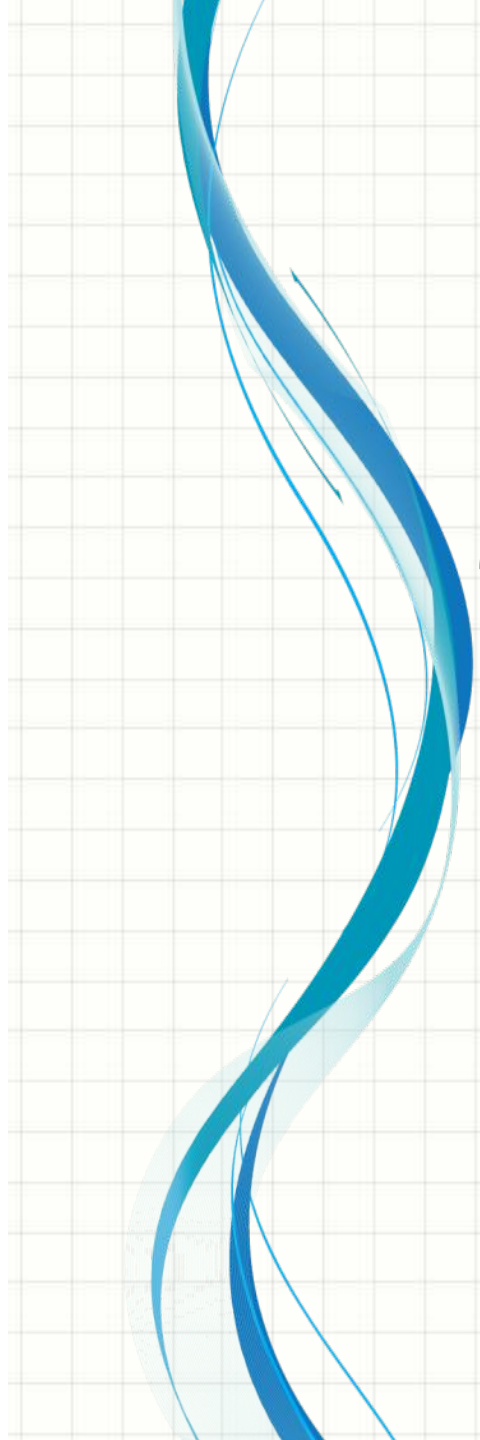


If students need support with Reading Skills

Grades Four - Eight

During in-class support students may:

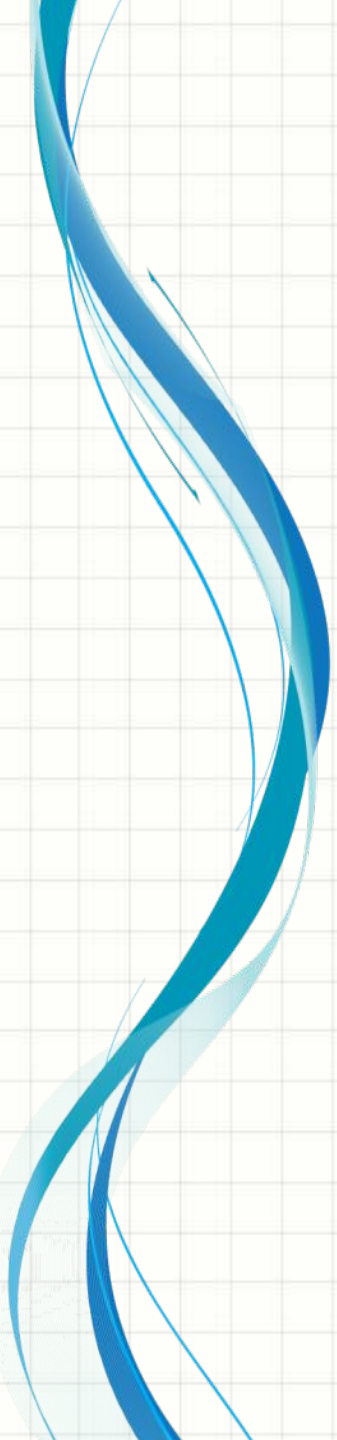
- Reread text with the GSI teacher
- Read text in a small group with the GSI teacher
- Use a graphic organizer to assist with reading and written response tasks
- Be monitored for understanding and completion of tasks



If students need support with Writing

During each lesson students may:

- Observe and discuss modeled writing
- Engage in written response to books read
- Focus on organizing and communicating ideas
- Apply correct spelling and writing conventions

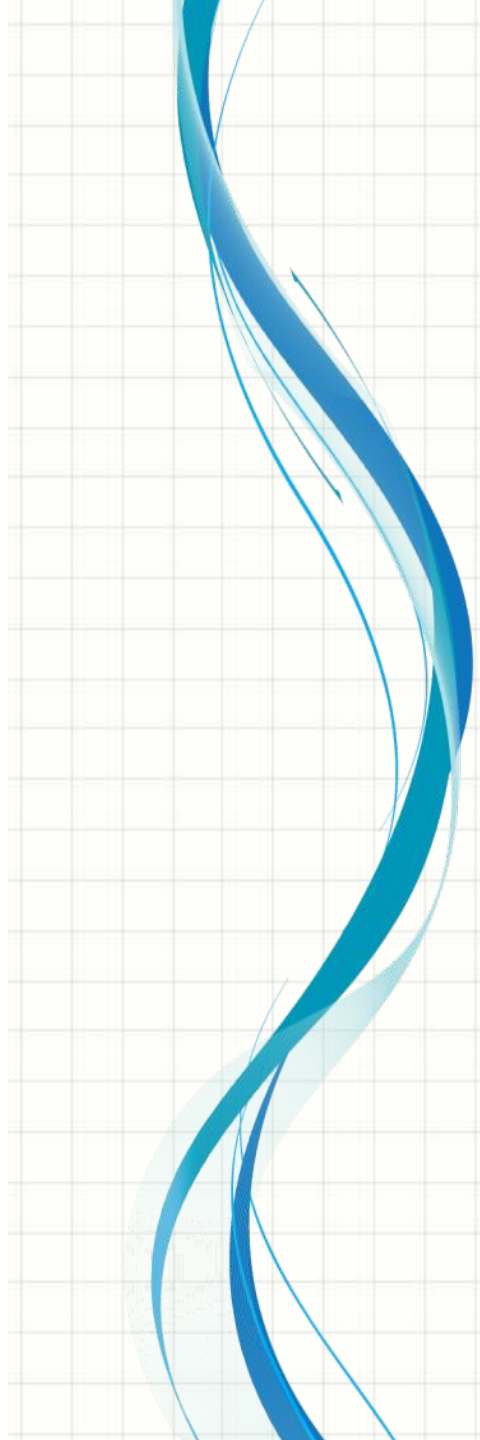


If students need support with Math Skills

Grade One

During each lesson (push-in or pull-out) students may:

- Identify numbers (1-99)
- Say what number comes next (1-99)
- Compare numbers (1-99)
- Look for number patterns (count by 1s, 10s, 5s)
- Use manipulatives and models to deepen understanding of number sense
- Develop problem-solving strategies
- Practice basic addition and subtraction facts within 10
- Work on specific skills targeted during the assessment process (i-Ready or Bridges lessons)

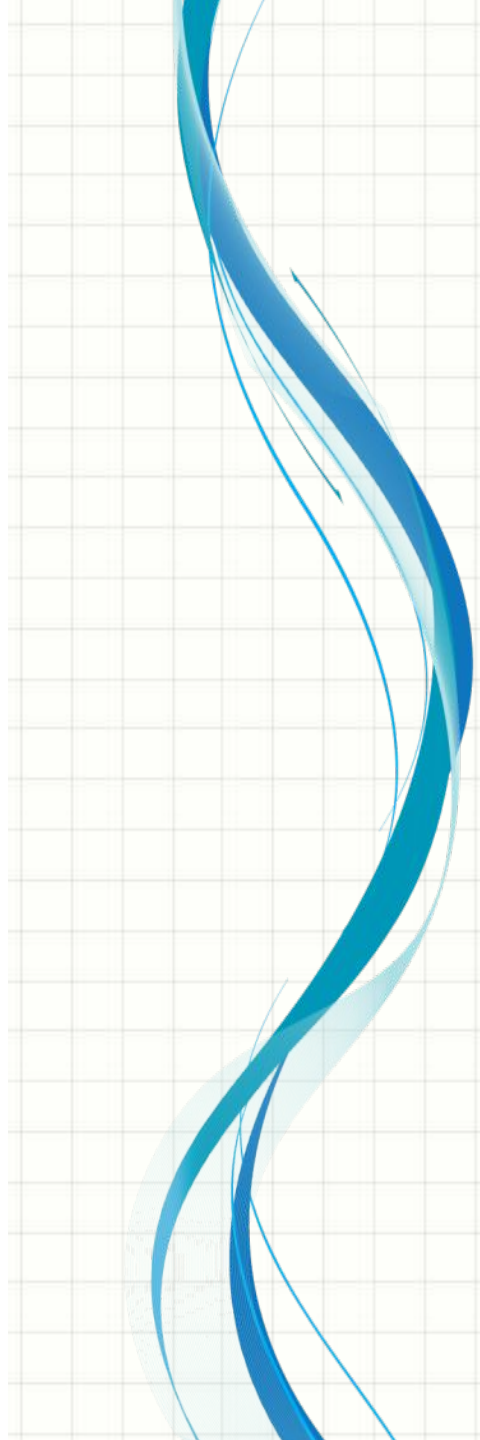


If students need support with Math Skills

Grade Two & Three

During each pull-out lesson students may:

- Use manipulatives and models to deepen understanding of number sense
- Explain problem-solving strategies
- Practice basic addition & subtraction facts within 20 (grade 2)
- Practice basic multiplication & division facts (grade 3)
- Work on specific skills targeted during the assessment process (i-Ready or Bridges lessons)



If students need support with Math Skills

Grade Four - Eight

During each push-in lesson students may:

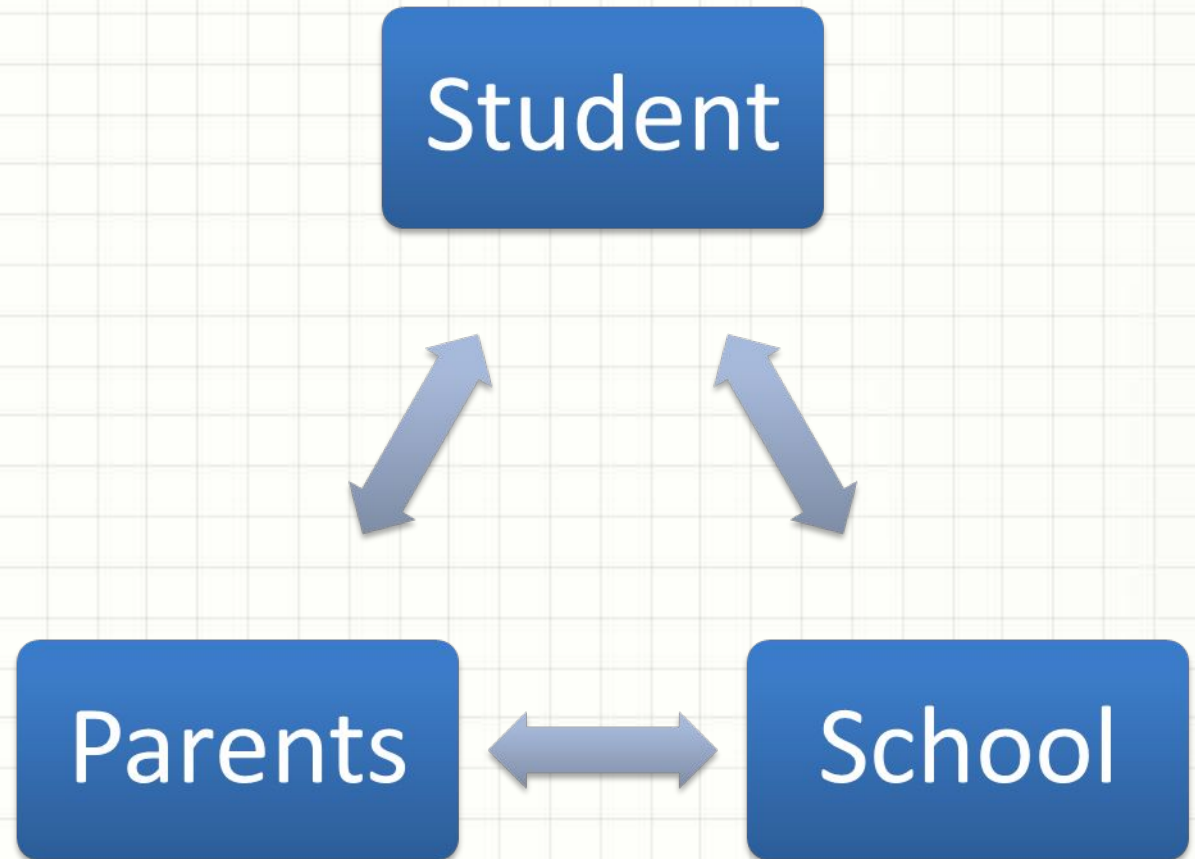
- Work on specific skills targeted during the assessment process
 - i-Ready mini-lesson
 - Basic facts (multiplication & division)
- Receive support during independent work, such as:
 - Clarifying directions
 - Reteaching concepts
 - Finding errors
 - Fixing mistakes
 - Explaining work



Progress Monitoring

- Students' skills are monitored through placement assessments throughout the year.
- The assessments ensure the students are able to apply the skills being taught.
- The assessment results allow GSI educators to adjust learning goals.
- GSI and Classroom teachers work cooperatively to monitor student progress.

School-Parent-Student Compact



We are a learning team!



Home-School Connection

ELA - Phonics

Students in grades 1-2 may be given reading fluency passages to read at home with family members.

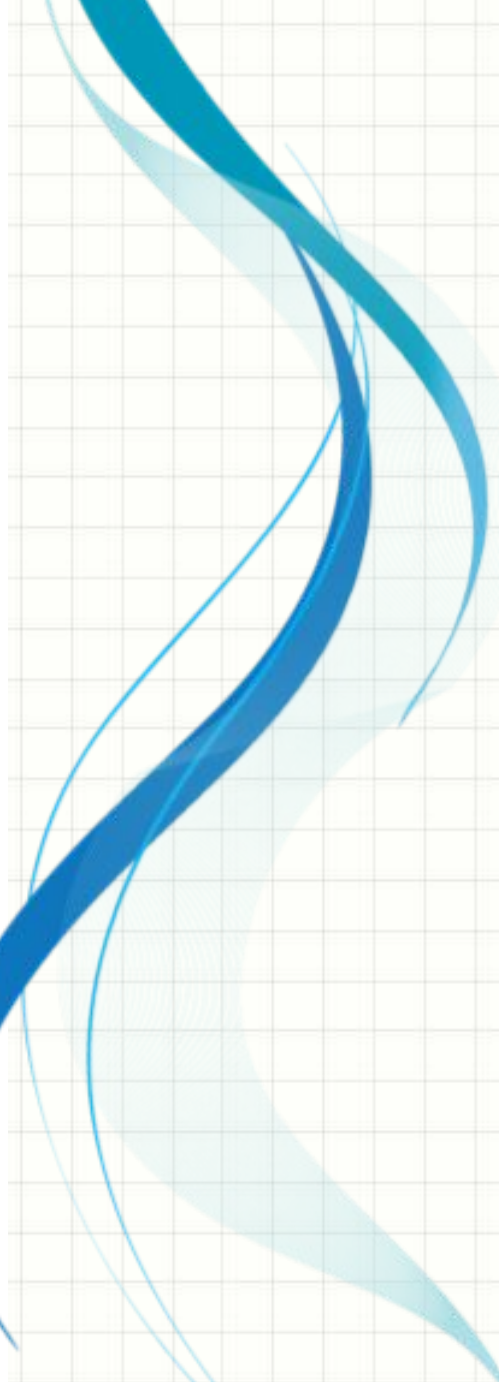
ELA - Reading

Students in grades 1-2 should read the black and white take-home books every night with family members.

Math

Students in grades 1-8 should practice basic math facts (addition, subtraction, multiplication & division) on a regular basis in order to increase fluency.

Students should spend time on i-Ready, every night, on their lesson path.



How do students exit the GSI Program?

- The GSI instructor works closely with the classroom teacher to determine current levels of performance.
- The GSI instructor monitors and tracks student progress on placement assessments.
- When a student meets grade level expectations in the area being serviced and no longer benefits from GSI support, the student is exited from the program.



QUESTIONS?

Future GSI Parent Meeting:

- Date & Time: TBD (Spring 2022)

CONTACT INFORMATION

<u>GSI Teacher</u>	<u>Subject</u>	<u>Email Address</u>
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Haskell School

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