



**Glassboro Public Schools
Thomas E. Bowe School**
***Basic Skills Improvement Plan
Parent Compact***

INTRODUCTION

At Thomas E. Bowe School, parental involvement is an essential component of the Title 1 Program. Parental involvement policies are developed in collaboration with parents/guardians and the school district staff. Through various forms of collaboration with parents/guardians, we plan our Family Nights and put forth our monthly newsletter(s). In addition, we utilize a variety of strategies to encourage communication, involvement, and input, such as: Program Welcome Letter, periodic phone calls/conferences, quarterly progress reports, as well as the End of Year Survey. Also, through collaboration, this School-Parent Compact has been created.

This compact will be distributed annually with the Title I Eligibility Letter. It will also be readily available in the Main Office of the Thomas E. Bowe School for the local community to obtain. In addition, this Compact will be revised annually, with parental input/involvement.

All of our teachers are highly qualified as mandated by the Federal No Child Left Behind legislation. They also maintain, at minimum, a bachelor's degree in Early Childhood and/or Elementary Education. They continue to attend professional development opportunities through workshops, conferences, and seminars in district and out of district to enhance their educational knowledge.

SCHEDULE OF MEETINGS

Meetings will be held during Back-to-School Night, grade four orientations, and district end of school year to discuss with parents the structure and emphasis of the Basic Skills Program. The Supervisor of Basic Skills meets with school staff to discuss and/or review program structure, curriculum, assessments, procedures, or other pertinent information. Title I Basic Skills teachers will also attend and participate in Parent-Teacher Conferences. Communication with staff is ongoing.

DESIGN OF PROGRAM

The Title 1 Basic Skills Program is a supplemental instructional program in grades four through six in Reading, Language, and Mathematics. Support is provided through in-class support or extended school days utilizing the classroom teachers and Title 1 teaching staff. The instruction is diagnostic, prescriptive, and individualized. The support is provided in a small group setting or one-on-one.

Instructional time blocks average thirty to forty (30-40) minutes depending upon the needs of the students/class. Instruction is also available to ESL students who may require additional support.

ELIGIBILITY FOR PROGRAM/PROCEDURE FOR PLACEMENT

Students are assessed at the beginning of the year. Students who are identified to have specific needs in the subjects of Reading, Language, and Mathematics are recommended using multiple measures. These measures include but are not limited to, Acadience Reading, NWEA Measures of Academic Progress (MAP), NWEA MAP Reading Fluency, New Jersey State Learning Assessments (NJSLA), classroom performance, and teacher or parent recommendation.

After testing and a review of the results, student recommendations for the Title 1 Program are made. The lists of students recommended for supplementary services are then reviewed by a team, including the Supervisor of Basic Skills and the building principal. A notification letter is sent home to the parent/guardian requesting permission to place the student in the Title 1 program. Upon receipt of a signed permission letter, the classroom teacher receives a class list of students approved for placement into the program.

After having identified student needs, a schedule is planned, and services are provided. The teacher works with students in the classroom (providing in-class support) or in the extended school day program. This instruction is focused on, but not limited to the New Jersey Student Learning Standards for Language Arts Literacy and/or Mathematics.

Throughout the school year, students may enter and exit the program. The classroom teacher will use multiple measures to either make a recommendation to receive services or exit the program. This is submitted to the Supervisor of Basic Skills and school principal for final approval. The classroom teacher, basic skills staff, as well as the parents/guardians will then be notified of the outcome. Parents/guardians may also initiate the process for evaluation of services. Students new to the district throughout the year will be assessed for eligibility through Acadience Reading, NWEA Measures of Academic Progress (MAP), and NWEA MAP Reading Fluency. This will be used to determine eligibility along with classroom teacher recommendations and records from the sending district.

CURRICULUM

Literacy:

The program emphasis for Literacy at each grade level covers the following components in various degrees:

- 1) Phonemic Awareness
- 2) Phonics
- 3) Decoding
- 4) Vocabulary Development
- 5) Comprehension
- 6) Fluency

The following components are emphasized in the *Writing* area of the Title 1 Program:

- 1) Process Writing
- 2) Editing Skills in various contexts (Grammar, Spelling, Mechanics, & Usage)
- 3) Sentence Construction

Resources/Materials:

- Great Minds Wit & Wisdom
- Wilson Language System
- Dolch and Fry Word Lists
- iXL Language Arts

The methods of evaluating student progress include but are not limited to:

- Acadience Reading
- NWEA Measures of Academic Progress (MAP)
- NWEA MAP Reading Fluency
- Work Samples
- Dolch and Fry High Frequency List of Sight Words
- Standardized Assessments (*NJSLA*)

Assessments are given by the classroom teacher and/or the Title 1 staff and are used to assess student's strengths, weaknesses, eligibility for program, and growth over time. Assessments are on-going and both formal and informal.

Mathematics:

The program emphasis for Math is outlined below. The skills covered are those that are applicable to the particular grade level.

- 1) Basic Math Facts: Addition, Subtraction, Multiplication, and Division
- 2) Computation
- 3) Problem Solving
- 4) Number sense (estimation and mental math)
- 5) Use of manipulatives
- 6) Math vocabulary

Other skills are reviewed on an as-needed basis in conjunction with the classroom teacher and the grade level curriculum.

Resources/Materials:

- Great Minds Eureka Math
- Math Fluency Drills
- Various Manipulatives and educational games
- iXL Math

Assessments:

- NWEA Measures of Academic Progress (MAP)
- Eureka End of Module Assessments
- Quarterly Benchmark Assessments
- Work Samples

Assessments are given by the classroom teacher and/or the Title 1 staff and are used to assess student's strengths, weaknesses, eligibility for program, and growth over time. Assessments are on-going and both formal and informal.

PERMISSION LETTER

The Title 1 notification letter is sent to the parent/guardian of any child that is recommended to receive services. This form letter serves as written notification to the parent/guardian of the recommendation and briefly outlines the basis for the recommendation. The parent/guardian can decline the recommendation for services. It is requested that this decline of services be in written form and a meeting should be held with the principal, Supervisor of Basic Skills, and teacher to review eligibility.

PROGRAM EXIT NOTIFICATION LETTER

Once it has been recommended and approved that a child no longer needs Title 1 services, a letter of notification is sent home to parent/guardian. A copy is also placed in the child's portfolio.

STUDENT FILE AND PORTFOLIO

When a child is placed in the Basic Skills Program a portfolio file is made and maintained by the Basic Skills teacher. The file contains:

- Parent permission letter
- ISIP (Individual Student Improvement Plan)
- Quarterly progress report
- Various assessments

ISIP (INDIVIDUAL STUDENT IMPROVEMENT PLAN)

The ISIP (Individual Student Improvement Plan) is an individualized improvement plan designed for each student in the Title 1 Program. There is a checklist of skills for each subject area. Certain skills are then identified that the student needs to improve during the school year. It is completed by the Title 1 program teachers and placed in the student's file.

The ISIP's at each grade level and subject area are based on the following: classroom performance, assessment results, work samples, and teacher observation of student performance.

PROGRESS REPORT

For each quarter, a Student Progress Report is prepared by the teacher providing those services. The report lists the skill areas that are emphasized during that marking period. The purpose of the report is to inform the parent/guardian of the child's progress to date while participating in the Title 1 Program. A copy of the report is sent home with the child's report card, and a copy is placed in the student's portfolio and permanent file.

MONTHLY BOARD REPORT

The Monthly Board Report is completed for every teacher/classroom that has students receiving Title 1 services. The purpose is to provide data on the number of students serviced by the Title 1 Program and to provide an overview of the program emphasis for that month. It is first submitted to the Supervisor of Basic Skills for review. Upon review, it is forwarded to the Title 1 Coordinator at the Board of Education Office. Board Reports are completed nine times a school year. A monthly report is also completed by the Title 1 Coordinator and submitted to the Board of Education which provides an overview and summary of the Title 1 Program for that month.

STUDENT FILE & PORTFOLIO

Basic Skills Student File:

Once a student is placed in the Basic Skills Program, a student file is created and maintained by the Basic Skills teacher, the Supervisor of Basic Skills and /or the Title 1 Coordinator. The Basic Skills Student File contains the following:

- Notification Letter
- ISIP(S) – Individual Student Improvement Plan
- Progress Reports
- Student Data Sheet
- Work samples
- Other pertinent assessments and/or samples

Individual Student Portfolio/Classroom Portfolio:

A portfolio is also kept for every student in the Basic Skills Program by the BSI teacher who works with that child. This portfolio could contain any or all of the following:

- Various assessments – both formal and informal
- Work samples
- Information from teacher observations

LESSON PLANS/SKILLS REPORT

The Title 1 teacher submits lesson plans in conjunction with the New Jersey Student Learning Standards to the building principal outlining what skills/activities they will be covering for a specified time frame.

FAMILY LITERACY/MATH NIGHTS

The Basic Skills Program sponsors Family Literacy/Math Nights for all students and their families throughout the year. The purpose of the evening is to promote literacy, mathematics, and parent involvement. Both parents and children are given opportunities to celebrate literacy, mathematics, and family. It is also a fun and informative evening in which the parent learns ways to explore reading, writing, or mathematics with their child. Different themes are chosen

for each Family Literacy/Math Night. Hands-on activities are set up for the parent and child to complete together.

SCHEDULE OF MEETINGS

- 1) Meetings will be scheduled throughout the year to inform parents of the structure and emphasis of the Basic Skills Program in grades one through three.
 - Fall Meeting: Program Awareness and Written Plan (Back to School Night)
 - Winter Meeting: Date and topic(s) to be determined (Conferences)
 - Spring Meeting: Date and topic(s) to be determined (Conferences)
- 2) The Title 1 Coordinator, Supervisor of Basic Skills, and Principal meet as needed to discuss and/or review program structure, curriculum, procedures or other pertinent topics. Prior to each meeting, an agenda is established.

POLICY ROLE OF PARENTS/GUARDIANS

Please see the attached Title I/Parent Involvement Policy.

SCHOOL-PARENT COMPACT

The Glassboro Public School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Glassboro Public School District will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Glassboro Public Schools provides a comprehensive education program by developing standards-based curriculum built on best practice research and study in all subject areas.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

All parent-teacher conference will be held on an annual basis. Individual conferences will also be held on an as needed basis if requested by the parent/guardian.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Parents/guardians will also receive information pertaining to the child's benchmark assessments in all content areas.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

All parents/guardians will have access to all staff by conferences, email and telephone communication.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

All parents/guardians have the opportunity to volunteer and participate in special activities and events throughout the year. Arrangements must be made with the building principal in advance.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time (television, video games, computers, tablets)
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Districtwide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents, or the adult who is responsible for our welfare, all notices and information received by us from our school every day.

Additional Required School Responsibilities

The Glassboro Public School District will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings such as in the morning or evening, in person and virtual, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve The State's high academic standards, the Glassboro Public School District will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.