



**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 I Program. Parental involvement policies are developed in collaboration with parents/guardians and the school district staff. This compact is sent home with Title I eligibility letter. It will also be readily available in the school office.

All of our teachers are highly qualified as mandated by the Federal No Child Left Behind legislation. They continue to attend professional development conferences and workshops to enhance their educational knowledge.

**DESIGN OF PROGRAM**

The Title I 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 utilizing classroom teachers and Title I staff. The instruction is diagnostic, prescriptive, and individualized. The support is provided in small group setting or one-on-one.

Instruction in Literacy and/or Mathematics is also available to ESL students who may require additional support.

**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 Title I Coordinator meets with school staff to discuss and/or review program structure, curriculum, assessments, procedures, or other pertinent information. The coordinator is also available to meet with parents and staff thirty minutes at the end of the school day. Communication with staff is ongoing.

Thomas E. Bowe School sponsors Family Nights. This is a program for all students in grade four, five, and six and their families. The purpose is to promote Mathematics, Reading, Writing, and Science, as well as parent, student, and teacher involvement.

### **ELIGIBILITY FOR PROGRAM**

Students are assessed at the beginning of the school year by the classroom teacher and/or basic skills teachers and basic skills coordinator. Students who are identified to have specific need in the subjects of Reading, Language, and Mathematics are recommended for basic skills using multiple measures. These measures include NJ/ASK Test, Measures of Academic Progress (Reading and Mathematics), Rigby READS Evaluations and Diagnostics, Wilson WADE, Everyday Math, Connected Math, San Diego Vocabulary Test, Star Reading, benchmark test results, classroom performance, and teacher or parent recommendation.

After testing and reviewing results, recommendations are made for the students to enter the Basic Skills Program. They are submitted to the school Principal for final approval. A permission letter is then sent home to the parent/guardian. The classroom teacher receives a list of students for placement in basic skills. At this point, student needs will be identified, a schedule will be planned, and services will be provided.

Throughout the school year, students may enter and exit the program. The classroom teacher will use a Multiple Measures Form to either make a recommendation to receive services or exit the program. This is submitted to the Basic Skills Coordinator and school principal for final approval. The Basic Skills Coordinator will notify the classroom teacher, basic skills staff, as well as the parents/guardians of the outcome. Parents/guardians may also initiate the use of the Multiple Measures Form.

### **CURRICULUM**

#### *Literacy:*

The program emphasis for Literacy in grades four, five, and six covers the following components:

- 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 Basic Skills Program:

- 1) Process writing
- 2) Editing skills in various contexts (Grammar, Spelling, Mechanics and Usage)
- 3) NJ/ASK Test Preparation

### *Mathematics:*

The program emphasis for Mathematics in grades four, five, and six covers the following components:

- 1) Addition, subtraction, multiplication, and division facts
- 2) Computations
- 3) Problem solving
- 4) Number sense (estimation and mental math)
- 5) Use of manipulatives
- 6) Math vocabulary

### *Resources/Materials:*

- Harcourt Achieve Literacy By Design
- McDugal Littel Literature
- Wilson Language System
- Wright Group Everyday Math
- Pearson Hall Connected Math
- Accelerated Reading
- Star Reading
- Accelerated Reader

### *Assessments:*

- Rigby READS Evaluations and Diagnostics
- Classroom Reading Inventory (IRI)
- Running Records
- Guided Readers
- Benchmark Assessments
- Wilson WADE
- Standardized Tests (NJ/ASK)
- Measures of Academic Progress (Reading and Mathematics)
- Star Reading
- San Diego Vocabulary Test
- Everyday Math
- Connected Math
- Unit Progress Assessments
- Work Samples
- Fluent Reader
- Writing Rubrics
- Assessments are both formative and summative

## **PERMISSION LETTER**

The Title I Basic Skills permission letter is sent to the parent/guardian of any child that is recommended to receive services. This form letter serves as written permission to the parent/guardian of the recommendation and outlines the assessments for 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 principal, teacher, and Title I Coordinator to review eligibility.

### **PROGRAM EXIT NOTIFICATION LETTER**

Once it has been recommended and approved that a child no longer needs Title I Basic Skills services, a letter of notification is sent home. A copy is 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
- Multiple Measures Form (if applicable)
- Various tests or assessments

### **PROGRESS REPORT**

A student progress report is completed quarterly and sent home with student report card. The report is also placed in the student portfolio file.

### **MONTHLY BOARD OF EDUCATION REPORT**

The monthly board report is completed monthly. The report provides data on the number of students serviced by the Title I Basic Skills Program and to provide an overview of the program emphasis for that particular month. It is submitted to the District Title I Coordinator for review. Upon review it is submitted to the Board of Education.

### **LESSON PLANS/SKILLS REPORT**

The Title I teacher submits lesson plans in conjunction with the New Jersey Core Curriculum Content Standards to the building principal outlining what skills will be reviewed with students for a specified time frame.

### **POLICY ROLE OF PARENTS/GUARDIANS**

Please see the attached Title I/Parent Involvement Policy.

## **BASIC SKILLS FORMS**

The following contains copies of various forms and/or documentation relevant to the Basic Skills Program that are described in the handbook.

## **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:

All parents/guardians will receive copies of the Measures of Academic Progress Reports, (MAP) throughout the school year. 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 television their children watch.
- Volunteering in my child's classroom.
- 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 District wide 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 my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my 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 school wide 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, 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.