



**Glassboro Public Schools
Dorothy L. Bullock School
Basic Skills Improvement Plan
Parent Compact**

INTRODUCTION

At the Bullock 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 Fall and Spring 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, trimester progress reports, as well as the End of Year Survey. Moreover, teachers attend and participate in Fall and Spring Parent-Teacher Conferences. Also, through collaboration, this School-Parent Compact has been created.

This compact will be distributed annually at the Fall Parent-Teacher Conferences. It will also be readily available in the Main Office of the Bullock 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 a Bachelor's Degree in Early Childhood and/or Elementary Education. They continue to attend workshops, conferences, and seminars in district and out of district to enhance their educational knowledge.

DESIGN OF PROGRAM

The Title 1 Program is a supplemental instructional program in grades one through three in reading and writing. Support is provided through in-class support 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 in Literacy and/or Mathematics is also available to our ESL students who may require additional support. Notification for the ESL Program and/or the Title 1 Program is done either

verbally or in written format by the ESL instructor and/or in conjunction with the title 1 Coordinator. The ESL notification letter is in the Forms section of the packet.

ELIGIBILITY FOR PROGRAM/PROCEDURE FOR PLACEMENT

Students are tested at the beginning of the year. Students who are identified to have special needs in specific subjects are recommended using multiple measures. Students who are identified to have special needs in language arts literacy are recommended for Title 1 services using multiple measures. For grades 1-3 at the Bullock School, students are identified each trimester by using multiple measures including results from M.A.P. (Measure of Academic Progress) Reading, DIBELS, and Literacy By Design benchmarks. M.A.P. reading reports will be used for placement purposes. The NCE (Normal Curve Equivalent) will be used each trimester based on the median score of the school. Currently, students who score within the 30-40 percentiles qualify for supplementary service. In most cases, students who fall within this range also score intensive, needing strategic intervention based on DIBELS results. If there is a conflict in the scores, students will be reevaluated using Literacy By Design benchmarks and possibly retaking the M.A.P. Reading assessment. Diagnostic reports from the M.A.P. Reading are distributed to the classroom teacher and parents indicating the strengths and weaknesses of students. This report provides information to enable the teacher to differentiate instruction.

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 Title 1 Coordinator 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). This instruction is focused on, but not limited to the New Jersey Core Content Standards for Language Arts Literacy: Reading, Writing, Listening, and Speaking. Supplementary materials including Language Circle-Project Read, in addition to classroom materials, are utilized in the areas of language arts literacy.

Students new to the district throughout the year will be given but not limited to the: M.A.P. (Measures of Academic Progress) Reading and Mathematics, DIBELS, and Rigby Reads Test. This will be used to determine eligibility along with classroom teacher recommendation.

CURRICULUM

Literacy:

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

- 1) Phonemic Awareness
- 2) Phonics
- 3) Vocabulary Development

- 4) Comprehension
- 5) Fluency

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

- 1) Process Writing
- 2) Editing Skills in various contexts
- 3) Sentence Construction

Resources/Materials:

- Project Read
- Guided Reading/Leveled Readers from various publishers
- Steck-Vaughn Comprehension Think-alongs
- Bonnie Kline Stories
- Reading A-Z
- Framing Your Thoughts Writing Program
- NJASK Mathematics Book

Assessments:

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

- M.A.P. (Measures of Academic Progress) Reading
- M.A.P. (Measures of Academic Progress) Mathematics
- DIBELS (Dynamic Indicators of Basic Early Literacy)
- Project Read
- Unit Tests and End of Level Tests
- Literacy By Design benchmarks
- Work Samples
- Dolch List of Sight Words
- Standardized Tests (*NJASK3*)
- Developmental Reading Assessment (DRA)

Assessment is on-going and is 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 – Four Basic Operations – Addition, Subtraction, Multiplication and Division
- 3) Problem Solving – Four Basic Operations: Addition, Subtraction, Multiplication, and Division.

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

Resources/Materials:

- Star Math
- Everyday Math
- Math Minute Drills
- Various Manipulatives and educational games

Assessments:

Star Math tests are given by the classroom teacher and/or the Title 1 staff. These assessments are used to assess student's strengths, weaknesses, eligibility for program, and growth overtime. Additional assessments used include but are not limited to:

Everyday Math, various math computer programs.

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.

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 placed in the child's file. (See Forms Section for a sample)

MULTIPLE MEASURES FORM

The Multiple Measure Form is used for two purposes:

- 1) To make a recommendation for a student to receive Title 1 Services
- 2) To make a recommendation for a student to no longer receive Title 1 Services.

There is a separate form for both recommendations. Each form describes the reason(s) for the recommendation including reference to all or any of the following: classroom performance, test results, work samples, and report card grades. The Multiple Measures Form is used any time during the school year after the initial recommendations have taken place in September or October.

The Multiple Measures Form is submitted to the Title1 Coordinator. It is then given to the principal for a final review. (See Forms Section for a sample)

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 ISIPs at each grade level and subject area are based on the following: classroom performance, tests results, standardized test results, work samples, and teacher observation of student performance. (See Forms Section for a sample)

PROGRESS REPORT

For the 2nd and 3rd trimester, a Student Progress Report is prepared by the teacher providing those services to each student. 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 file and permanent file. There is a separate report for first grade and a combined report for second and third grade. (See Forms Section for a sample)

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 particular month. It is first submitted to the Title 1 Coordinator for review. Upon review it is forwarded to the Board Office. Board Reports are completed nine times a school year. A monthly report is also completed by the Title 1 Coordinator which provides an overview and summary of the Title 1 Program for that particular month. (See BSI Forms Section for a sample)

LESSON PLANS/SKILLS REPORT

The Title 1 teacher submits *lesson plans* in conjunction with the New Jersey Core Curriculum Content Standards to the building Principal outlining what skills/activities they will be covering for a specified time frame.

STUDENT FILE & PORTFOLIO

Basic Skills Student File:

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

- Notification Letter
- ISIP(S) – Individual Student Improvement Plan
- Progress Reports
- Multiple Measures Form (if applicable)
- Student Data Sheet
- Work sample
- 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 particular child. This portfolio could contain any or all of the following:

- Various tests or assessments – both formal and informal
- Work samples: projects, worksheets, writing samples, etc.
- Information from teacher observations
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FAMILY LITERACY/MATH NIGHTS

Two times a school year, usually in the Fall and Spring, the Basic Skills Program sponsors a Family Literacy/Math Night for all Bullock students and their families. 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 throughout the classroom for the parent and child to do together. Every parent and child attending receives an Activity Pack, a Reading Resource Packet, and or a Mathematics Resource Packet.

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/Principal and meet as needed to discuss and/or review program structure, curriculum, procedures or other pertinent topics. Prior to each meeting, an agenda is established.

BSI FORMS SECTION

This section contains samples of the various forms and/or documentation relevant to the Basic Skills Program that are described in this handbook. Please refer to the pages following this section.

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.