



**Glassboro Public Schools
Glassboro High School
Basic Skills Improvement Plan
Parent Compact**

INTRODUCTION

At the High 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. We utilize a variety of strategies to encourage communication, involvement, and input such as: Program Welcome Letter, parent family nights, parent conferences, progress reports, as well as the End of Year Survey. All of our teachers are highly qualified as mandated by the Federal No Child Left Behind legislation. Moreover, teachers attend and participate in Fall and Spring Parent-Teacher Conferences, workshops, and seminars in-district and out-of-district to enhance educational knowledge. Through collaboration, this School-Parent Compact has been created.

This compact outlines how the parents and entire school staff 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.

DESIGN OF PROGRAM

The Title 1/Basic Skills Program is a supplemental instructional program in grades nine through twelve language arts literacy and mathematics. 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 our ESL students who may require additional support.

ELIGIBILITY FOR PROGRAM

Students are assessed throughout the school year. Students who are identified to have specific need in the subjects of Balanced Literacy and Mathematics are recommended for basic skills using multiple measures. These measures include NJ/ASK test, MAP (Measures of Academic Progress in Reading and Mathematics), HSPA, 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. Upon receipt of a signed permission letter, the classroom teacher receives a class list of students approved for placement in the program.

Teachers work with students to focus on, but not limited to the New Jersey Core Content Standards for Language Arts Literacy and/or Mathematics: Reading, Writing, Listening, Speaking, Viewing, Number and Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis, and Problem Solving. Supplementary materials, in addition to classroom materials, are utilized in the areas of language arts literacy and mathematics.

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 school Principal for final approval. The classroom teacher/school principal will notify the parents/guardians of the outcome.

CURRICULUM/RESOURCES/ASSESSMENTS

Literacy:

The program emphasis the following components in various degrees:

- 1) Reading
- 2) Writing
- 3) Speaking
- 4) Listening
- 5) Viewing

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) NJHSPA Test Preparation

Resources:

- McDougal/Littel Literature
- Lexile Leveled Novels
- Writer's Workshop
- Wilson Language System

Assessments:

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

- Scholastic Reading Inventories (SRI)
- Benchmark Assessments
- Standardized Tests (NJASK/NJHSPA)
- Measures of Academic Progress (MAP- Reading and Mathematics)
- Work Samples

- Writing Rubrics
- Assessments are both formative and summative

Mathematics:

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

- 1) Number and Numerical Operations
- 2) Geometry and Measurement
- 3) Patterns and Algebra
- 4) Data Analysis, Probability, and Discrete Mathematics
- 5) Mathematical Processes

Resources:

- Core Plus Integrated Algebra and Geometry Program
- McDougal/Littel Mathematics Series (Algebra 1, Algebra 2, Geometry)

Assessments:

- Benchmark Assessments
- Standardized Tests (NJASK/NJHSPA)
- Measures of Academic Progress (MAP- Mathematics)
- Work Samples
- Open Ended Assessment Rubrics
- Assessments are both formative and summative

PERMISSION LETTER

The Title I/Basic Skills 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. A copy is placed in the child's file. The parent 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 I/Basic Skill services, a letter of notification is sent home to parent/guardian. A copy is placed in the child's file.

PORTFOLIO

Once a student is placed in the Basic Skills Program, a file is made and maintained by the Basic Skills Staff. The file contains:

- Parent permission letter
- EPPs (Educational Proficiency Plan)
- Semester Grades
- Other pertinent observations, assessments, and/or samples

EDUCATIONAL PROFICIENCY PLAN (EPP)

The EPP (Educational Proficiency Plan) is an individualized educational plan designed for each student in the Title 1/Basic Skills Program. Certain skills are identified that the student needs to improve on during the school year. It is completed by the Title I program teacher and placed in the student's file.

The EPPs at each grade level and subject area are based on the following: classroom performance, test results, standardized test results, work samples, and teacher observation of student performance. A record is maintained of when and how parents/guardians receive communication about the supports and services the student will receive to help him/her achieve proficiency.

POLICY- ROLE OF PARENTS/GUARDIANS

Please see the attached Title 1/Parent Involvement Policy. It is recommended parents/guardians attend school meetings such as Back to School Night, Conferences, etc.

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.