



**Glassboro Public Schools  
J. Harvey Rodgers School  
Basic Skills Improvement Plan  
Parent Compact**

**INTRODUCTION**

At Rodgers 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. We utilize a variety of strategies to encourage communication and involvement. Teachers attend and participate in Fall and Spring Parent-Teacher Conference.

The compact will be distributed annually with the parent permission letter. It will also be readily available in the Main Office of the Rodgers School for the local community to obtain. In addition, this compact will be revised annually, with parent input/involvement.

The Basic Skills teacher is highly qualified as mandated by Federal No Child Left Behind legislation. Teachers attend ongoing professional development, conferences, and seminars to enhance their educational knowledge.

**DESIGN OF PROGRAM**

The Basic Skills Program is a kindergarten supplemental instructional program in the areas of Language, Reading, and fine motor development for writing. Support is provided by the Basic Skills teacher. The instruction is diagnostic/prescriptive and individualized. The support is provided in a small group child-friendly environment.

**ELIGIBILITY FOR PROGRAM**

All children entering Kindergarten are assessed by experienced kindergarten teachers using the Dibels (Dynamic Indicators of Basic Early Literacy). After testing is complete, the BSI teacher meets with the building principal to review all the data. A list of potential BSI students is generated. The BSI teacher will meet with each classroom teacher to review the data to ask for classroom performance and teacher recommendation before a student is officially recommended to the program and a Basic Skills Improvement Plan created.

## **CURRICULUM**

### *Literacy:*

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

- 1) Expressive and receptive language development.
- 2) Vocabulary building
- 3) Concept Development and Readiness skills
- 4) Alphabet recognition
- 5) Rhyming and phonemic awareness
- 6) Sight Words

The following components are emphasized in the Writing area of the Basic Skills program:

- 1) Improve motor development in order to control writing instruments with accuracy.
- 2) Printing and drawing with control to tell a story.
- 3) Apply sounds to writing.

### *Resources/Materials:*

- Open Court Sound Cards
- Handwriting Without Tears
- Hands on published and teacher-made learning centers and games
- Frog Street Press Alphabet Big Books
- Reading a-z.com
- Webbing Into Literacy(Wil)
- Scholastic Reproducibles
- Lakeshore Photo Library sets
- Language Circle Project Read Phonology Volume 1
- Language Tool Kit by Paula D. Rome and Jean S. Osman

### *Assessment:*

Assessment is on-going and is both informal and formal with collaboration between classroom teacher and BSI teacher for application of skills to the larger classroom setting.

- Work Samples
- Dibels
- Measures of Academic Progress (MAP)

## **PERMISSION LETTER**

The Basic Skills notification letter is sent to the parent/guardian of any child that is recommended to receive Basic Skills services. This form serves as written notification to the parent/guardian of the recommendation and briefly outlines the basis for recommendation.

The parent/guardian can decline the recommendation for Basic Skills services. It is requested that the parent has a meeting with the classroom teacher, BSI teacher or Principal before declining services.

### **PROGRAM EXIT NOTIFICATION LETTER**

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

### **PORTFOLIO**

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

- ISIP(S) – Individual Student Improvement Plan
- Work Samples
- Anecdotal Records
- Copy of Dibels Report

### **ISIP (INDIVIDUAL STUDENT IMPROVEMENT PLAN)**

The ISIP (Individual Student Improvement Plan) is an individual improvement plan designed for each student in the Basic Skills 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 Basic Skills teacher and placed in the student's BSI file.

The ISIP'S are based on the following: classroom performance, test results, work samples and observation of student performance.

### **PROGRESS REPORT**

Basic Skills staff consults with the regular classroom teachers in providing grades for the report card. They also provide a summary sheet at each parent conference of the activities and skills worked on in Basic Skills.

### **MONTHLY BOARD REPORT**

The Monthly Board Report is completed for the building by the BSI coordinator with data provided by each teacher that has students receiving Basic Skills services. The purpose is to provide data on the number of students serviced by a Basic Skills Program and to provide an overview of the program emphasis for that particular month.

## **LESSON PLANS**

The Basic Skills teachers submit 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 period.

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

Please see attached Title I Parent Involvement Policy

## **BASIC SKILLS FORMS**

The attached section contains samples of the various forms and/or documentation relevant to the Basic Skills Program that are described in this 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.