



Middle Township Elementary No. 1

215 Eldredge Road
Cape May Court House, New Jersey 08210-2499
Telephone: (609)463-1900 ext. 204
FAX (609)463-1901

Christian Paskalides
Principal

Nancy Loteck
Assistant Principal

SCHOOL-PARENT COMPACT

Elementary #1 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), 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.

This school-parent compact is in effect during the 2013-14 school year.

School Responsibilities:

Elementary #1 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:
 - *Provide participating students in grades K-2 with 30 minutes of supplemental literacy intervention daily focusing on reading and writing.*
 - *Provide 30 minutes of in-class support during math instruction to assist participating students in grades 1-2 in meeting the curricular expectations.*
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:
 - *November 2013 and March 2014*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *Four times per year at the end of each marking period*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - *Teachers can be reached through voicemail and email on a daily basis. In addition, conferences may be arranged at any time conducive to the parent and teacher.*
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - *Parents are welcome to observe lessons of participating students at any time as long as it is prearranged with the teacher.*
 - *Volunteering in the classrooms can be arranged with individual teachers.*
 - *All classes are open for observation during American Education Week in November.*

Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Volunteering in my child’s classroom.*
- *Attending parent/teacher conferences.*
- *Participating, as appropriate, in decisions relating to my children’s education.*
- *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.*

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 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.]*

School

Parent(s)

Student

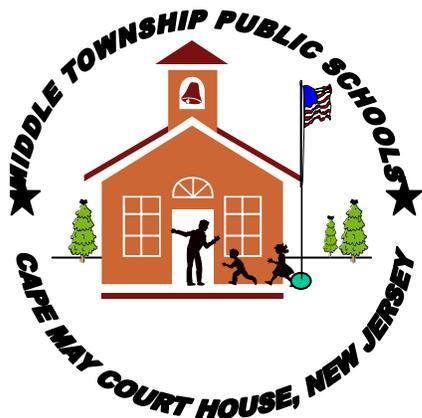
Date

Date

Date

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“An Equal Opportunity Employer”



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TITLE I PARENT LETTER

September 2013

Dear Parent, Guardian, Caregiver,

The Middle Township Public Schools are committed to supporting the academic needs of its students. Under *No Child Left Behind* (NCLB), we are required to identify students who need additional academic support in language arts literacy.

Based on the criteria, it was determined that your child is eligible to receive extra support in the area(s) indicated.

As a result of teacher recommendation and/or assessments, your child has been selected to participate in the supplemental reading/language arts support. This support is in addition to the regular classroom reading activities. Your child will continue to receive instruction in this area by his/her regular classroom teacher.

Continuing assessments are made during, and at the end of, each marking period, at which time, a determination is made to either continue services, or to move successful children out of the program to make opportunities available for other youngsters who are in need of support.

The areas in which your child will participate are the following:

<u>AREA</u>	<u>HIS/HER TEACHER WILL BE</u>
Basic Skills Reading/Lang.Arts	_____

If you have any questions concerning this matter, don't hesitate to call me at 463-1900. Thank you.

Sincerely,
Christian Paskalides
Principal

Please return to school tomorrow.

Child's Name _____

Teacher _____

Parent/Guardian Signature

Date



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Assistant Principal

TITLE I PARENT LETTER

September 2013

Dear Parent, Guardian, Caregiver,

As you may know, some of the services we provide to our students are additional support in the area of math where that need has been identified.

As a result of teacher recommendation and/or assessments, your child, _____, has been selected to participate in supplemental support in math.

In the area of math your child will receive support within the regular classroom from a Basic Skills Teacher, during the classes' scheduled math time.

Continuing assessments are made during, and at the end of, each marking period, at which time, a determination is made to either continue services, or to move successful children out of the program to make opportunities available for other youngsters who are in need of support.

The areas in which your child will participate are the following:

<u>AREA</u>	<u>HIS/HER TEACHER WILL BE</u>
Mathematics	<u>Jennifer Pfander</u>

If you have any questions concerning this matter, don't hesitate to call me at 463-1900. Thank you.

Sincerely,

Christian Paskalides
Principal

Please return to school tomorrow.

Child's Name _____

BSI Teacher Jennifer Pfander

Parent/Guardian Signature

Date



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Christian Paskalides
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Nancy Loteck
Assistant Principal

Dear Parent, Guardian, Caregiver,

As you may already know we periodically regroup the children in our Basic Skills Reading (classes). Since children grow and develop academically at different rates, we regroup our children in different Basic Skills classes so as to better meet their reading skill needs and to place them where they can feel a sense of success while still being challenged. As a result of this reassessment, your child's new basic skills reading teacher will be _____.

If you have any questions concerning this matter, don't hesitate to call me at 463-1900.

Thank you.

Sincerely,
C. Paskalides,
Principal

Please sign and return to school tomorrow.

Child's Name: _____

BSIP Teacher's Name: _____

Parent/Guardian Signature

Date

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MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ
2013/2014 School Year

INDIVIDUAL STUDENT IMPROVEMENT PLAN (ISIP)

Student's Name: _____ Grade: _____

Basic Skills Area(s): () Reading/Language Arts

Document Planner(s): Mrs. Adams, Miss Schoyer, Mrs. Ortman, Mrs. Russell, Mrs. Wynn

Program Entry/is based upon:

X Classroom Teacher Recommendation(s)
(X) Reading/Language Arts

X Standardized Test Information

Name of Instrument: Local Assessments in Reading/Language Arts

- a) Benchmarks (Reading)
- b) Writing Assessment
- c) DIBELS Assessment
- d) Sight Word Recognition

Program Service:

X Supplemental

X 30 minutes daily for Reading/Language

Teacher: _____

X Pupil Strengths/Needs: are primarily identified by the classroom teacher and local assessments of Reading/Language Arts.

X The program provides utilization of varied materials/teaching approaches which include:

- Leveled Literacy Intervention (K-2)
- Early Reading Intervention (K)
- Other

X Progress will be reported to parents via:

- Fall and Spring Conferences
- Report Cards
- Parent meetings
- Phone calls and other measures, as needed
- Other

X Services provided by the Basic Skills Program may be coordinated with and/or supplemental to those occurring in the regular classroom. On-going

communication between the classroom teacher and the Basic Skills teacher will be achieved through regularly scheduled grade level meetings, combined progress reporting and parent conferencing.

Program EXIT/will be based upon:

 X Classroom and/or BSIP Teacher on-going assessments and end of the year recommendation(s).

 X Standardized Test Information:
Local Assessments in Reading – Language

This ISIP:

 X Was/will be reviewed with the student November 2013

 X Was/will be sent to/or communicated to parent/guardian November 2013

 X Will again be reviewed the May 2014

 X Will be monitored by Mr. C. Paskalides, Principal

cc: Parent
Cumulative/Basic Skills File

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ
2013/2014 School Year

INDIVIDUAL STUDENT IMPROVEMENT PLAN (ISIP)

Student's Name: _____ Grade: _____

Basic Skills Area(s): () Reading () Writing

Document Planner(s): Mrs. Adams, Mrs. Rulon, Mrs. Ortman, Mrs. Peterson, Mrs. Wynn

Program Entry/is based upon:

Classroom Teacher Recommendation(s)
() Reading () Writing

Standardized Test Information

Name of Instrument: Local Assessments in Reading, Language Arts

- a) Benchmarks (Reading)
- b) Writing Assessment
- c) Dibels Assessment
- d) Sight Word Recognition

Program Service:

Supplemental and/or In-Class Instruction:

30 minutes daily for Reading/Language

Teacher: _____

Pupil Strengths/Needs: are primarily identified by the classroom teacher and an analysis of standardized test results. Other assessment information is obtained from unit tests, chapter tests, etc. contained in the district's basic reading, language and mathematics instructional materials.

The program provides utilization of varied materials/teaching approaches which include:

- daily small group guided reading with phonic support in literacy groups
- manipulatives, hands-on activities.
- computer generated and/or computer assisted instruction
- assignment of special projects
- video programs, tape recorder/cassette programs
- other:

- X** Progress will be reported to parents via:
- Fall and Spring Conferences
 - Report Cards
 - Parent meetings
 - Phone calls and other measures, as needed
 - Other

X Services provided by the Basic Skills Program may be coordinated with and/or supplemental to those occurring in the regular classroom. On-going communication between the classroom teacher and the Basic Skills teacher will be achieved through regularly scheduled grade level meetings, combined progress reporting and parent conferencing.

Program EXIT/will be based upon:

- X** Classroom and/or BSIP Teacher on-going assessments and end of the year recommendation(s).
- X** Standardized Test Information:
Local Assessments in Reading – Language
- X** Basic Skills Assessment Scales

This ISIP:

- X** Was/will be reviewed with the student November 2013
- X** Was/will be sent to/or communicated to parent/guardian November 2013
- X** Will again be reviewed the May 2014
- X** Will be monitored by Mr. C. Paskalides, Principal

cc: Parent
Cumulative File
Basic Skills Folder

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ
2013/2014 School Year

INDIVIDUAL STUDENT IMPROVEMENT PLAN (ISIP)

Student's Name: _____ Grade: 1

Basic Skills Area: Mathematics
Document Planner(s): Mrs. Pfander, Mrs. Civera

Program Entry/is based upon:

- Classroom Teacher Recommendation for Mathematics
- Standardized Test Information
Name of Instrument: () Local Assessments in Math
() Discrete Skills in Math as measured on the NJ PASS

Program Service:

- Supplemental and/or In-Class Instruction:
 - 30 minutes daily for Mathematics
 - Teacher: Mrs. Civera
- Pupil Strengths/Needs: are primarily identified by the classroom teacher and an analysis of standardized test results. Other assessment information is obtained from unit tests, chapter tests, etc. contained in the district's mathematics instructional materials.
- The program provides utilization of varied materials/teaching approaches which may include:
 - manipulatives, hands-on activities.
 - computer generated and/or computer assisted instruction
 - assignment of special projects
 - calculators
 - other:

- X Progress will be reported to parents via:
- Fall and Spring Conferences
 - Report Cards
 - Parent meetings
 - Phone calls and other measures, as needed
 - Other

X Services provided by the Basic Skills Program may be coordinated with and/or supplemental to those occurring in the regular classroom. On-going communication between the classroom teacher and the Basic Skills teacher will be achieved through regularly scheduled grade level meetings, combined progress reporting and parent conferencing.

Program EXIT/will be based upon:

- X Classroom and/or BSIP Teacher on-going assessments and end of the year recommendation(s).
- X Standardized Test Information (NJ PASS)
Unit Assessments in Mathematics

This ISIP:

- X was/will be reviewed with the student the month of September 2013
- X was/will be sent to/or communicated to parent/guardian the month of September 2013.
- X will again be reviewed the month of May 2014
- X will be monitored by Mr. Christian Paskalides, Principal

cc: Parent
Cumulative File
Basic Skills Folder



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ELEMENTARY SCHOOL #1 PARENT INVOLVEMENT POLICY

Elementary #1 will host a myriad of activities in order to provide information relevant to the educational program. Activities include Preschool Orientation, Kindergarten Sneak-a-Peek, Family Reading Night, Math, Science, and Technology Night, Open House, and a Guided Reading Workshop for Parents. These activities will be communicated through various means including notes, school website, teacher newsletters, and /or global connect phone calls. Additionally, the staff at Elementary #1 will make themselves available to confer with parents in order to discuss their child's academic or social status and to share ideas, interventions, or adjustments designed to promote success, growth, and learning.

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