

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

*The **Alexander K. McClure Elementary 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) 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 school year 2016-2017.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact)

School Responsibilities

The Alexander K. McClure Elementary School 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:

McClure Elementary School will follow the PA Common Core State Standards and the School District of Philadelphia's Scope and Sequence to provide high quality instruction to all students in Reading and Math. Other subjects (Science, Social Studies, Physical Education, Art, etc.) will follow the Core Curriculum and Scope and Sequence. All students will be provided with a 120-minute Literacy Block and 90-minute Math Block; at-risk students and gifted students will receive specialized instruction and interventions during the Literacy and Math Intervention and Enrichment periods. Bilingual students will follow the transitional bilingual model in Grades 4-5 and the Dual Language model in Grades K-3; English Language Learners (ELLs) will receive pullout or push-in instruction according to their ACCESS test results, and students with Individualized Education Plans (IEPs) will receive instruction and accommodations in accordance with their individual plans. Staff will receive ongoing professional development on current educational needs and participate in bi-weekly grade group meetings to examine data, collaborate on lesson planning, and present at-risk students for supports and strategies through the RtII process. At-risk students will also be eligible for extended day programming, focusing on specific reading and math needs. Teacher Leaders will support students through math and literacy enrichment classes and support teachers through coaching, mentoring, and facilitating professional development. Teachers will submit weekly lesson plans for feedback from administration and take part in frequent walkthrough, informal, and formal observations as a means to identify areas of strength and challenge areas that need additional support.

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:

Cycle I Report Card Conferences
November 21, 2016 (1-3 p.m.)
November 22, 2016 (1-3 p.m.)
November 23, 2016 (1-3 p.m.)

Cycle II Report Card Conferences
February 15, 2017 (1-3 p.m.)
February 16, 2017 (1-3 p.m.)
February 17, 2017 (1-3 p.m.)

Cycle III Report Card Conferences
April 19, 2017 (1-3 p.m.)
April 20, 2017 (1-3 p.m.)
April 21, 2017 (1-3 p.m.)

Cycle IV Report Cards

Report Cards will be sent home with students on Monday, June 19, 2017.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 1. Report Card Conferences (see above)
 2. Interim Report will be sent home on the following dates:
 - Cycle I- October 17, 2016
 - Cycle II- December 21, 2016
 - Cycle III- March 7, 2017
 - Cycle IV- May 10, 2017
 3. Positive Phone Calls/Notes home (periodically)
 4. Conferences at the parent's request
 5. Behavior Calendars/Daily Reports/Notes/E-mail/Phone Calls
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff will be available during Report Card Conferences, via e-mail, scheduled appointments, RtII conferences, and IEP conferences. Please adhere to the Visitor Policy and appropriate times when making arrangements.

Visitors are welcome at McClure Elementary. ALL visitors must have photo identification to enter McClure Elementary. Please follow our Visitor Guidelines prior to visiting:

- Send a note or call your child's teacher to prearrange a time for an appointment when the teacher is not instructing his/her class. If you would like to visit the classroom, 24-hour notice is required. Please contact your child's teacher to make arrangements. The following is a list teachers' prep times; parents are encouraged to contact staff and arrange meetings during this time:
 - Kindergarten: 1:30 – 2:15 p.m.
 - Grade 1: 12:45 – 1:30 p.m.
 - Grade 2: 2:15 – 3:00 p.m.
 - Grade 3: 12:00 – 12:45 p.m.
 - Grade 4: 11:15 – 12:00 p.m.
 - Grade 5: 10:30-11:15 a.m.
 - Computers, Art, Physical Education, Library: 9:45-10:30 a.m.
 - All parents and/or visitors must enter through the Marshall Street entrance of the building and report immediately to the Main Office (located on the 2nd floor). You will need to show photo identification and complete the visitor's log.
 - Appointments with the principal can be made by calling the Main Office (215)-456-3001.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

McClure Elementary welcomes parents who would like to volunteer, participate in their child's class, and observe classroom activities. If interested in volunteering, please contact the principal. Parents who would like to volunteer on an ongoing basis require appropriate clearances and will be placed by administration. Ongoing volunteers will not be placed in their child's classroom for extended periods to volunteer.

Classroom teachers will also extend invitations to parents and guardians to participate in class projects, presentations and celebrations. In addition, you may visit the classroom/observe in the classroom by following the visitor guidelines outlined above.

Parent Responsibilities

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

- Monitoring attendance and limiting lateness and early dismissals to emergencies only.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in the school.

- Participating, as appropriate, in decisions relating to my child'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:

- Come to school on time every day
- Do my homework every day and ask for help when I need it.
- Read at least 15-30 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.
- Take responsibility of my academic success
- Support the school-wide PBIS plan by:
 - Being Respectful
 - Being Responsible
 - Being Cooperative
 - Being Peaceful
 - Being a Problem Solver

The Alexander K. McClure Elementary School 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.

