

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The WILLIAM CRAMP 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 2015-2016.

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 WILLIAM CRAMP ELEMENTARY SCHOOL will:

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:

To meet the state's student academic achievement standards for reading, the Imagine It! Program will be used as well as Sadlier and Daily 5, Gradual Release for ELA. For ESL students, REACH and Reading Eggs will be used. In addition to these programs, Corrective Reading will be used for students with specific learning needs as listed in the child's IEP. In Math, Everyday Math and Sadlier Math will be used throughout the school.

Raz-Kids Reading online program will be used at home and in school for students in 2nd-5th grade. HeadSprout online reading program will be used at home and in school for students in Kindergarten and First grade. JiJi Math online program will be used at home and in school for students in 2nd – 5th Grade.

These programs are the most important factors in determining the child's success in school and progress in life. Our goal is to have parents and family members participate in the child's educational experience and support student achievement. The regular parents meetings are designed to provide parents and family members with suggestions for actively engaging students in successful literacy and math programs.

High quality curriculum and instruction, in a supportive and effective learning environment, for all academic areas, will be delivered through a variety of instructional practices and strategies to include the use of:

Common Core State Standards

Research based programs including Imagine It!, Everyday Math, Prentice Hall, Sadlier ELA/ Phonics and Math, Mind Research , Lexia, Corrective Reading, and Raz-Kids/ HeadSprout

PSSA checkpoints

PSSA released items
Benchmarks
AIMSweb
Informal and balanced assessments
Portfolios
Small group instruction
Teacher made assessments
DRA2, Gates-McGinitie
DIBELS
Staff professional development
Grade-level PLC meetings
Monitoring tools
Data binders and displays

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:

December 2nd, 3rd and 4th, 2015

- *Afternoon conferences held on December 3rd, 4th, and 5th*
- *Evening conferences held on December 3rd*

February 23rd, 24th and 25th, 2016

- *Afternoon conferences held each day*
- *No Evening conferences will take place*

April 27th, 28th and 29th 2016

- *Afternoon conferences held each day*
- *No Evening conferences will take place*

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards and interim reports will be sent home to keep parents updated on student progress:

October 14-16, 2015- Interim reports are to be sent home

December 2-4, 2015- Report cards distributed during conferences

January 4-6, 2016- Interim reports are to be sent home

February 23-25, 2016 - Afternoon conferences held each day

March 14-16, 2016- Interim reports are to be sent home

April 27-29, 2016 - Afternoon conferences held each day

May 16-18, 2016- Interim Reports are to be sent home

June 22, 2016 – Report cards sent home on last day of school

Telephone calls

Home visits by the School Community Coordinator

Anecdotal records (teacher)

Meetings with school counselor

Data binder and displays

SchoolNet

PSSA scores

RtII

Remind.com

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Report card conferences
- Phone conferences
- Email communication
- Special conferences
- Back-to-School Night
- At Dismissal and Entry in the school yard
- (Scheduled) Parent classroom visitation
- Regular Parent Meetings
- Remind.com messages (optional)

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Class trips
- Town Watch/ Safe Corridors: Provide training for parents who want to volunteer in classroom or around the school or as part of the Cramp School Parent Patrol
- Assembly programs
- Parent University
- FAST
- SAC
- Parent / Classroom visitations
- Workshops: SchoolNet and newsletters
- Eat.Right.Now Program: Workshops
- DVAEYC workshops

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 and videos my child watches.

Monitoring the amount of video games my child plays each day.

Monitoring the content of the video games, television and movies my child watches.

Volunteering in my child's classroom and on field trips.

Volunteering at my child's school (for example Carnival Day, Graduation Dance)

Participating, as appropriate, in decisions relating to my child's education.

Promoting positive use of my child's extracurricular time by allowing them to log onto Raz-Kids, HeadSprout and JiJiMath.

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 (revise as appropriate to grade level)

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.

Study for tests

Complete all school assignments.

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.

Limit the amount of time I watch tv and movies.

Limit the amount of time I play video games.

Log onto Raz Kids, JiJi Math and HeadSprout from home as much as possible

Attend school every day.

Be on time every day.

Come to school dressed in my uniform.

Be responsible for each textbook and other school materials throughout the school year.

Participate in all classes, including special area classes.

Not bully any of my classmates, peers or friends.

The **WILLIAM CRAMP ELEMENTARY SCHOOL** will:

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

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.

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.

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.

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.

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.

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).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the WILLIAM CRAMP ELEMENTARY SCHOOL will:

Recommend to the Regional No Child Left Behind District Liaison, 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.

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.

Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

Work with the School District of Philadelphia to ensure that a copy of the State Education Agency'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.

School	_____	Parent(s)	_____	Student	_____
Date	_____	Date	_____	Date	_____

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)