

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The P.H. Sheridan 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 2014-2015.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The P.H. Sheridan 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:

The Sheridan School is committed to the belief that each child can meet his/her full potential thus our motto: Sheridan- "The Future Begins Here." We will provide a safe and supportive learning environment, fostering high standards of socially acceptable behavior. By working together, the staff, the parents and the entire Sheridan School Community will ensure a comprehensive and nurturing educational environment for all students. The children's family at home, and their school family at Sheridan will combine to become the foundation for education that will not only support them in coming years, but will also encourage them to be lifelong learners. We will strive to create an atmosphere where all children are accepted and valued as individuals. We are committed to this responsibility that we all share. Students and Teachers will value achievement, perseverance and pride in their work. This practice will create a nurturing learning environment thus guaranteeing that the future will indeed begin here.

Our focus in reading is a comprehensive approach to enable children to comprehend, decode, organize, analyze, synthesize and evaluate text to construct meaning. The Core Curriculum provided from the Office of Curriculum Support will drive and support our reading and language instructional program. Students regularly interact with a variety of racial, ethnic and cultural literature to make applications and connections to everyday life. We will continue to use our literacy resources supported by Harcourt Trophies across grades K-4. In the event that your child is not reading on grade level, the instructional strategies for getting him or her reading on grade level by 2015 will include Project Read, Boost and Blitz interventions. Children will read independently; and children will read to the teacher. To improve comprehension, teachers will focus on character maps, Venn Diagrams, graphic organizers, KW, story retelling and making connections to personal experiences, community or national events in their response journals. There will be 120 minutes daily for Literacy instruction.

Strategies used to improve speaking and listening will be dramatization, role-playing, readers' theater, and rereading familiar texts to gain fluency. Writing will be integrated across the content areas through shared, interactive, and guided writing workshops. Multidisciplinary projects and portfolios utilizing technology and visual media will be the vehicle for research.

Classrooms are rich in resources and opportunities that enable our students to use language in all of its forms.

Students will be able to connect their experience with the real world while developing a love for reading and discovery. The Steps to Guided Reading Program will offer supports to the teachers by providing materials and professional development for Shared and Guided Reading.

My Math will be the instructional program that drives our mathematics initiatives. Our goal will be to get all students to the proficient level in mathematics by 2015. This program integrates the use of calculators, manipulatives, cooperative and peer-learning strategies, math journals, expanded mathematical vocabulary, investigations and projects that connect math to real world situations. Problem solving will improve by supplementing school wide participation in mental math acquisition, math/literature connection, instructional classroom displays and graphic organizers. Mathematics will be taught for 90 minutes daily.

Ongoing professional development and grade level articulation and planning will also enhance teacher's subject knowledge base in mathematics.

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:

The Back to School Night will be held September 23, 2014

Report Card Conferences will be as follows:

1st Report – December 3rd – 5th, 2014 (Evening hours on the 4th)

2nd Report – February 11th – 13th, 2015

3rd Report – April 22nd – 24th, 2015

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

Report Card Conferences will be as follows:

1st Report – December 3rd – 5th, 2014 (Evening hours on the 4th)

2nd Report – February 11th – 13th, 2015

3rd Report – April 22nd – 24th, 2015

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

The Bilingual Counselor Assistant (Spanish/English) will assist parents on Tuesdays and Thursdays. Parents are encouraged to go to his office and share concerns. Parents are also encouraged to schedule meetings with teachers during teachers' prep time. The school holds an annual Back to School Night, 3 Report Card Conferences which are held during the afternoon and on one evening. Many teachers schedule meetings with parents before and after school in order to

accommodate parents' schedules. The principal host a 2nd Cup of Coffee on a monthly basis. This provides the opportunity to meet with parents to discuss resources and concerns.

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

We invite parents to be part of our school staff by becoming volunteers. We believe that parent volunteers are a vital part of our children's education. Parents are invited to help teachers in the classroom by working in small groups of children in need of remedial help. Parents are invited to help teachers with special classroom projects.

Parent Responsibilities

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

- Monitoring attendance, on time arrival and prompt pick up after school.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Sending my child to school regularly, on time, well fed and well rested.
- 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 the following: SAC School Advisory Committee, School Improvement Plan Team, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Adhere to school rules and encourage your child to do the same.



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Be an active participant in my own learning by participating in class
- Follow all school rules at all times
- 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.
- Develop a positive attitude about school.
- Attend school everyday, on time and in uniform
- Encourage other students to strive to do and be better
- Be respectful to school personnel, other students and school property.

The P.H. Sheridan 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.
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).

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, the P.H. Sheridan School will:

1. 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.
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 School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. 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.

Please tear off, sign and return to school.

**Sheridan Elementary
School – Parent Compact**

Philip H. Sheridan School _____
Parent(s) Student

Date Date Date

By signing the School – Parent Compact you acknowledge that you received and read this document.