

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The _____ John H. Taggart 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

School Responsibilities

The _____ name of 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:

We use the "Imagine It!", GLENCOE for Literacy, Prentice Hall and the Go Math Mathematics program. The School District of Philadelphia Core Curriculum drives our instruction specifically for RELA, Math, Social Studies and Science.

Through the use of assessments our staff and Leadership Team monitor student achievement. Classroom teachers utilize AimsWeb, DRAs, Gates-MacGinitie, "Imagine It" Benchmark Assessments, Predictive Assessments, GoMath End of Unit Component, and teacher made TDA assessments. During Professional Development and Grade Group Meetings, teachers collaborate and use data based on assessments to drive instruction.

Standardized tests include PSSA and standardized assessments for our LEP bilingual population. Benchmark tests, PSSA \sqrt Points and Assessment Anchors will also be used as a mechanism to monitor student growth.

By means of parent Newsletters and parent meetings, Taggart School families learn about the standardized assessment program. Individual results of these assessments are shared with parents when report cards are distributed. School-wide results are shared with parents during the school improvement planning process.

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:

One Parent Teacher Conference will be held during the evening this year following the issuance of first semester report cards. Parents visit the school frequently for

additional conferences regarding individual student progress, meetings with support personnel, with teachers, and with administrative staff.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
4. During Report Card Conferences, (December 2nd - 4th, February 23rd - 25th, and April 27th - 29th) teachers and staff members meet with parents to review the instructional program and our goals for the school year. Literacy workshops will be conducted at this time so that our parents have some guidelines for assisting their children in comprehensive literacy. Staff members also review Common Core Standards and explain the educational programs in place and the expectations of their children. We also provide parents with Interim Reports, PSSA results, and Progress Monitoring Reports.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

At Taggart, communication with families is conducted on a regular/daily basis. On-going dialogue encourages continuous discussion of issues and concerns related to student learning, health, school goals, policies and procedures, educational goals and reform initiatives. Our Counselor and BCA's will also be available for consultation and support.

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

During Back to School Night, we will sponsor a School Advisory Committee display booth. At this time, parents are encouraged to join and be aware of our SAC.

In addition, under the supervision and direction of Leadership Team, parents volunteer to assist at annual fund raising activities and school pride/spirit events.

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- 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 (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:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need it.
- 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.

The John H. Taggart School will: (must be in all compacts)

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 schoolwide 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 _____ name of 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.

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)