



## Robert Morris Elementary School

### School-Parent Compact

2018-2019 School Year

Revision Date 04/12/2018

Dear Parent/Guardian,

#### JOINTLY DEVELOPED

Robert Morris 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 from 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.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

#### THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:

1. 100% of students will graduate, ready for college and career.
2. 100% of 8-year-olds will read on grade level.
3. 100% of schools will have great principals and teachers.
4. SDP will have 100% of the funding we need for great schools, and zero deficit.

#### ROBERT MORRIS ELEMENTARY SCHOOL GOALS:

##### Literacy Goals:

Goal : Every K-3 teacher will implement a daily 120-minute literacy block that includes all of the following components: Read Aloud/Modeled Writing

Shared Reading/Writing

Guided Reading/Writing

Independent Reading/Writing at all grade levels, and phonics instruction for K-2

Goal #2: No more than 25% of grade students will score below basic on the 3<sup>rd</sup> Grade PSSA ELA assessment.

Goal #3: 60% of Grade K students showing 1 year's growth \*from where they start, 75% of 1<sup>st</sup> and 2<sup>nd</sup> graders showing 1 year's growth as evidenced by the independent reading levels from Quarter I to Quarter 4

Goal #4: 70% of Grade K students will score proficient on LNF (Letter Naming Fluency) on the Spring AIMSweb. 50% of 1<sup>st</sup> and 2<sup>nd</sup> graders proficient on the NWF (Nonsense Word Fluency) and RCBM (Oral Reading) on spring AIMSweb

Goal #5: No more than 20% of students in grades 4<sup>th</sup> -8<sup>th</sup> will score below basic on the ELA PSSA

Mathematics Goals:

Goal #6: No more than 20% of students in grades 4<sup>th</sup>-8<sup>th</sup> will score below basic on the Math PSSA

Goal #7: At least 50% of students will attend 95% of days as measured by Qlik

Goal #8: Implementation of "In House" Writing Benchmarks

- Monthly prompts will be given from September to April, self-scored by the teacher, and recorded on progress monitoring spreadsheet
- Prompts will cover Text Dependent Analysis (4<sup>th</sup>-8<sup>th</sup> grades only,) Open Ended (3<sup>rd</sup> grade only,) Opinion, Informational & Narrative (3<sup>rd</sup>-5<sup>th</sup> grades only,) Argumentative, Expository & Narrative (6<sup>th</sup>-8<sup>th</sup> grades only)
- Student writing will be assessed using PDE writing rubric
- Students are expected to grow 1 level from their past years performance or score at (2) or higher if no data is available
- Writing Portfolio from September to June with 5 published pieces

To help your child meet the district and school goals, the school, you, and your child will work together:

#### SCHOOL/TEACHER RESPONSIBILITIES:

Robert Morris Elementary School will:

1. 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 in November, February, and April. The 4<sup>th</sup> Report Card will be sent home with students.
2. The Title I components are presented annually during the Back to School Night, at the Winter Title I Meeting and the Spring Title I Meeting.

3. Provide parents with frequent reports on their children's progress.

- Parents receive interim reports and phone calls on an as-need basis. Officially, interim reports are sent home midway through each report card period.
- Standardized testing reports are distributed to families annually.
- Parents of students receiving Special Education Services receive progress reports and met at least once a year to update the student's IEP.

4. Provide parents reasonable access to staff. There is a general open-door policy regarding the administrative team of Robert Morris. Teachers make themselves available before or after school and during preparation periods by appointment. Appointments can be made by note or in person.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All visitors are welcome and are asked to honor both the security guidelines of the School District of Philadelphia and the instructional integrity of each classroom. If parents would like to visit classrooms, we ask that they make arrangements with the teacher beforehand. Parents are also invited to chaperone school trips, volunteer at Robert Morris on an as-needed basis.

#### PARENT RESPONSIBILITIES:

We, as parents, will:

- Monitor attendance.
- Make sure that homework is completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my child's education. ● Promote positive use of my child's extracurricular time.
- Stay 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.
- Serve, to the extent possible, on policy advisory groups, such as the School Advisory Council.

#### 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 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.
- Come to school every day prepared to learn.
- Follow school rules and help contribute to a positive learning environment.

#### COMMUNICATION ABOUT STUDENT LEARNING:

Robert Morris Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Parents will receive information about Title I programs available at Robert Morris via fliers, Robo Calls, on the monthly Robert Morris calendar
- Calendars will be sent out once a month with information pertaining to meetings; meeting times will be adjusted based on the availability of the parents and families
- School staff are available to make home visits and phone calls as needed, to ensure parents understand about programs, meetings, and events occurring at the school
- Fliers will go home to inform parents of meetings, workshops, and activities in clear, parent-friendly language. Translations are available as needed, through the District's translation office.
- Involve parents in the planning, review, and improvement of the school 's parental and family engagement policy and schoolwide 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 the requirements.
- 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.

ACTIVITIES TO BUILD PARTNERSHIPS:

Robert Morris Elementary School offers ongoing events and programs to build partnerships with families:

- School Advisory Council
- Fall, Winter, and Spring Title I parent and family meetings
- Parent-Teacher Conferences
- Parent Workshops
- Volunteer opportunities in the school