

The School District of Philadelphia
LOUIS H. FARRELL ELEMENTARY SCHOOL

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School-Parent Compact

2020-2021 School Year
Revision Date: 04/13/2020

Dear Parent/Guardian,

JOINTLY DEVELOPED

*The **Louis H. Farrell 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 the school year of **2020-2021**.*

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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.

LOUIS H. FARRELL SCHOOL GOALS:

- At least 35% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor). 32.2% of students scored P/A in 2018-19, 37.7% of students scored P/A in 2017-18, 34.4% of students scored P/A in 2016-17
- At least 55% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor). 50.4% of students scored P/A in 2018-19, 40.4% of students scored P/A in 2017-18, 30.3% of students scored P/A in 2016-17

- At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). 41.8% of students scored P/A in 2018-19, 42.3% of students scored P/A in 2017-18, 44.2% of students scored P/A in 2016-17
- At least 35% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). 31.0% of students scored P/A in 2018-19, 27.4% of students scored P/A in 2017-18, 28.2% of students scored P/A in 2016-17
- No more than 20% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor). 21.6% of students scored BB in 2018-19, 27.2% of students scored BB in 2017-18, 32.0% of students scored BB in 2016-17
- At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). 98.8% of students had zero out-of-school suspensions in 2018-19, 97.5% of students had zero out-of-school suspensions in 2017-18 , 97.9% of students had zero out-of-school suspensions in 2016-17

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

SCHOOL/TEACHER RESPONSIBILITIES:

The **Louis H. Farrell 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:

All students will receive instruction based on the School District of Philadelphia’s Common Core Curriculum and supporting materials. Students will be assessed regularly and every effort will be made to meet the needs of individual students through differentiated instruction, small group instruction, and specialized programs where appropriate.

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:

1st Report Conferences - November 18-20, 2020

2nd Report Conferences - February 3-5, 2021

3rd Report Conferences – April 14-16, 2021

Final Report Cards will be sent home on the final day of school.

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

Teachers will communicate with parents on an ongoing basis. Parents will receive interim reports halfway between report card conferences. These reports will be distributed to all students in danger of failing and to any other student at the discretion of the teacher. For parents who do not attend Report Conferences, telephone conferences will be arranged and/or reports will be sent home.

Parents will be a part of the MTSS/RTII process and will be kept updated on students' academic, behavioral, and attendance progress. Parents will be invited to the MTSS/RTII meeting when appropriate to garner their input into planning for student progress.

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

Staff will make themselves available to speak with parents at a time that does not unduly impact the instructional program.

Appointments can be made during the following non-instructional times:

- *Before and after school with teacher by prior agreement.*
- *During preparation time by prior agreement.*

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

Parents are encouraged to volunteer and participate through many venues including Home and School Association activities.

Volunteers for classrooms are encouraged and are arranged through the School Office in collaboration with teachers.

PARENT RESPONSIBILITIES:

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

- *Monitor attendance.*
- *Make sure that homework is completed.*
- *Monitor the amount of television my child watches.*
- *Volunteer in my children's school.*
- *Participate, as appropriate, in decisions relating to my child's education.*
- *Promote positive use of my child's extracurricular activities.*
- *Stay informed about my child's education and communicate 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 but not limited to, being a Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or 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:

- *Take appropriate responsibility for my academic success.*

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school.*
- *Give to my parents or the adults responsible for my welfare all notices and information received by me from my school.*

COMMUNICATION ABOUT STUDENT LEARNING:

Louis H. Farrell 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:

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 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).*

ACTIVITIES TO BUILD PARTNERSHIPS:

Louis H. Farrell offers ongoing events and programs to build partnerships with families.

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.*