



Henry C. Lea Elementary School

School-Parent Compact

2018-2019 School Year

Revision Date: 04/30/2018

Dear Parent/Guardian,

The Henry C. Lea Elementary School's School-Parent Compact has been jointly developed with school staff, families, our School Advisory Council, and Home and School Association, to assist you in understanding 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.**

2018-2019 HENRY C. LEA ELEMENTARY SCHOOL GOALS

1	College & Career Readiness	At least 75% (50%) of students will earn As and Bs in all core courses.
2	Literacy	No more than 25% (25%) of 3rd grade students or 20% (25%) of 4th-8th grade students will score Below Basic on the Reading PSSA.
3	Math	No more than 20% (40%) of students will score Below Basic on the Math PSSA.
4	Early Literacy	For every student group, at least 70% (80%) of Kindergarten and 50% (1st: 70%, 2nd: 70%) of 1st and 2nd grade students will score at target by the Spring AIMSWeb assessment.

5		For all student groups, at least 60% (85%) of Kindergarten and 75% (1st: 85%, 2nd: 85%) of 1st and 2nd grade students will make at least one year's worth of growth, as evidenced by their independent reading levels in Q1 and Q4.
6	Climate	At least 60% (60%) of students will attend 95% or more of school days, and no more than 15% (15%) of students will attend less than 85% of days.
7		At least 90% (92%) of students will have 0 out-of-school suspensions.

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

SCHOOL / TEACHER RESPONSIBILITIES

The Henry C. Lea Elementary 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:**
 - a. Providing students with curriculum aligned with relevant State academic or alternate standards.
 - b. Providing staff with materials and resources to accomplish the delivery of such standards, including Pearson's ReadyGen and enVisions, and Houghton Mifflin Harcourt's Collections for Middle School literacy.
 - c. Providing interventions for students, including Corrective Reading, Corrective Math, Connecting Math Concepts, Reading Mastery, and similar programs.
 - d. Providing a seat license for a blended learning program to every student in grades Kindergarten through 8.
 - e. Providing high qualified teachers and paraprofessionals.
 - f. Providing continual professional development for teachers and staff on relevant topics.
 - g. Providing assessments for students so that baseline data and progress monitoring data can be collected.
 - h. Providing quality special education programming.
 - i. Providing quality programming for English language learners (ELLs) and their families.
 - j. Providing supports and interventions for student social and emotional development as well as a positive learning environment through the school's Positive Behavior Interventions and Supports (PBIS) programming.
 - k. Providing a variety of extended learning opportunities during the school-day and during out-of-school-time (e.g., after-school programs, enrichment activities, clubs, etc.)

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 as follows:

- a. Parent-teacher conferences will be held on the following dates:
 - i. The 1st conferences will be held on November 7-9, 2018.
 - ii. The 2nd conferences will be held on February 13-15, 2019.
 - iii. The 3rd conferences will be held on April 15-17, 2019.
- b. The parent-teacher conference will serve as an opportunity for parents to learn about their child's academic progress. Parents will also have the opportunity to work with the teacher to develop a plan to ensure that the child reaches his/her full potentials.
- c. During the 2018-2019 school year, Lea will pilot the implementation of Academic Parent Teacher Teams (APTTs) in grades K-3. APTTs is an evidence-based system of family engagement that strategically connects families and schools to advance student learning and achievement.
 - i. The APTT model is a classroom-based, teacher-led, data-driven family engagement model focused on supporting children's academic goals by linking home and school learning.
 - ii. The APTT model replaces traditional parent-teacher conferences, allowing teachers time to plan, prepare, and facilitate APTT meetings. Classroom teachers invite families to participate in three 75-minute group meetings and one 30-minute individual, parent-child session annually.
 - iii. During APTT meetings, teachers share actionable data, review grade-level skills, and demonstrate concrete activities and strategies families can do at home to help students master skills. Families practice the learning activities and review their student's individual progress data to set 60-day academic goals for their child.
- d. Parents/guardians will be invited to "Back To School Night" at the beginning of the school year, at which they will be given the opportunity to meet their child's teacher, the principal, and other staff members. Parents will also be given the opportunity to ask questions and learn more about what the school has to offer.

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

- a. Parents will be provided Interim Reports so they can be aware of their child's progress in each subject. Staff and teachers will provide supports to assist with any academic issues or concerns if they exist.
- b. Parents are invited to IEP meetings both annually and as revisions become necessary to amend the IEP.
- c. Teachers will communicate with parents regularly regarding their child's progress (e.g., letters, phone calls, text messages, ClassDojo), and may also request parent conferences as necessary to address concerns.

- d. Parents are invited to schedule parent-teacher conferences to address their concerns as they arise.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- a. Parents will be given the opportunity to meet with teachers by appointment and when the teacher is available. Parents may also be available for a short meeting with teachers during dismissal.
 - b. Parents may also contact the school and leave messages for teachers, and may email teachers and/or contact them through ClassDojo as necessary, per the 2017-2018 Student & Family Handbook.
 - c. Parents may also “drop in” to the Family and Community Engagement Center in the main office to request assistance as necessary.
- 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:
- a. Parents may volunteer to chaperone field experiences, volunteer in classrooms, volunteer in the school at the front desk, and volunteer for other in school activities. Parents should reach out to the Family and Community Engagement Coordinator or their child’s teacher to schedule volunteer times.
 - b. Parents may observe classrooms per the School District policy, and should be prepared to present identification and schedule the observation with their child’s classroom teacher, in consultation with the principal.
- 6. Provide parents opportunities to engage with the school community in a variety of ways,** as follows:
- a. Parents can engage in opportunities that address community members’ *academic* interests, needs, and development, such as: parent-teacher conferences, academic parent-teacher teams (Grades K-3), Back to School Night, and academics-focused workshops.
 - b. Parents can engage in opportunities that address community members’ *social* interests, needs, and development, such as: parent cafe (parent support group), school concerts, and family-focused events (e.g., fun night, movie night, talent show, field day).
 - c. Parents can engage in opportunities that address community members’ *health* interests, needs, and development, such as: family cooking club and health-focused events (e.g. fitness nights).
 - d. Parents can engage in opportunities that address community members’ *civic and cultural* interests, needs, and development, such as: engaging with the School Advisory Board (SAC) and Home and School Association (HSA), serving with the Lea Volunteer Corps, attending themed workshops/forums, and volunteering to support service-/cultural-focused events (e.g., world heritage day, career day, mock interviews).

PARENT / FAMILY RESPONSIBILITIES

We, as parents and family members, will support our children’s learning and development in the following ways:

1. Participating, as appropriate, in decisions relating to my child’s education.
2. Monitoring my child’s attendance at school, including ensuring my child is on-time every day.
3. Making sure that my child’s homework and other school work is completed.
4. Promoting the positive use of my child’s extracurricular time, including supporting my child’s interests both inside and outside of the classroom/school.
5. 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.
6. Reviewing the school’s weekly family newsletter, the Lea Express, on a weekly basis, including the “Nurse’s Corner.”
7. Downloading the ClassDojo application (designed for improved school-family communication), connecting with my child’s teacher on ClassDojo, and engaging with ClassDojo on a regular basis.
8. Maintaining a professional demeanor when speaking with school staff.
9. Providing updated contact information on a regular basis.
10. Monitoring my child’s screen time.
11. Volunteering for my child’s classroom, if possible.
12. Attending school events when I am able to do so.
13. Serving, to the extent possible, on policy advisory groups, including but not limited to: the Lea School Advisory Council (SAC); serving as 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; and the School Support Team.
14. Serving, to the extent possible, on family and community engagement groups, including but not limited to: the Lea Home and School Association (HSA).
15. Asking for help when I need it.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards in the following ways:

1. Being mindful of and taking care of the social and emotional needs of myself and those in my community.

2. Attending school every day and being on time.
3. Doing my schoolwork and homework every day, and asking for help when I need it.
4. Reading at least 30 minutes every day outside of school time (with an adult if I'm in Kindergarten, 1st, or 2nd grade).
5. Giving all notices and information received by me from my school to my parents or the adult who is responsible for my welfare every day.
6. Sharing my interests and needs with my family, teachers, and peers.
7. Helping my teachers and family stay connected if things in my life change, such as making sure my family's contact information is up-to-date.
8. Informing my parents and family of different opportunities that they could take advantage of at the school (workshops, events, etc.)
9. Encouraging my family to participate in school events if and when they're available.

COMMUNICATION ABOUT STUDENT LEARNING

Lea 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:

1. The parent-teacher conference will serve as an opportunity for parents to learn about their child's academic progress. Parents will also have the opportunity to work with the teacher to develop a plan to ensure that the child reaches his/her full potentials.
 - a. During the 2018-2019 school year, Lea will pilot the implementation of Academic Parent Teacher Teams (APTTs) in grades K-3. APTTs is an evidence-based system of family engagement that strategically connects families and schools to advance student learning and achievement.
2. Parents/guardians will be invited to "Back To School Night" at the beginning of the school year, at which they will be given the opportunity to meet their child's teacher, the principal, and other staff members. Parents will also be given the opportunity to ask questions and learn more about what the school has to offer.
3. Parents will be provided Interim Reports so they can be aware of their child's progress in each subject. Staff and teachers will provide supports to assist with any academic issues or concerns if they exist.
4. Parents are invited to individualized education plan (IEP) meetings both annually and as revisions become necessary to amend the IEP.
5. Teachers will communicate with parents regularly regarding their child's progress (e.g., letters, phone calls, text messages, ClassDojo), and may also request parent conferences as necessary to address concerns.

6. Parents may contact the school and leave messages for teachers, and may email teachers and/or contact them through ClassDojo as necessary, per the 2017-2018 Student & Family Handbook.
7. Parents will be given the opportunity to meet with teachers by appointment and when the teacher is available. Parents may also be available for a short meeting with teachers during dismissal.
8. Parents may observe classrooms per the School District policy, and should be prepared to present identification and schedule the observation with their child's classroom teacher, in consultation with the principal.
9. The school will use existing resources (e.g., bilingual counseling assistants, Language Line Solutions, ClassDojo language translation function, etc.) or identify new ones in order to ensure that parents and families of English language learners (ELLs) receive the types of supports they require.
10. Parents may "drop in" to the Family and Community Engagement Center in the main office to request assistance as necessary.
11. The school's website (<https://lea.philasd.org/>) provides a wealth of information that is useful for families.

ACTIVITIES TO BUILD PARTNERSHIPS

Lea Elementary School offers ongoing events and programs to build partnerships with families, including but not limited to the following:

1. Parents and families can engage in opportunities that address community members' *academic* interests, needs, and development, such as: parent-teacher conferences, academic parent-teacher teams (Grades K-3), Back to School Night, and academics-focused workshops.
2. Parents and families can engage in opportunities that address community members' *social* interests, needs, and development, such as: parent cafe (parent support group), school concerts, and family-focused events (e.g., fun night, movie night, talent show, field day).
3. Parents and families can engage in opportunities that address community members' *health* interests, needs, and development, such as: family cooking club and health-focused events (e.g. fitness nights).
4. Parents and families can engage in opportunities that address community members' *civic and cultural* interests, needs, and development, such as: engaging with the School Advisory Board (SAC) and Home and School Association (HSA), serving with the Lea Volunteer Corps, attending themed workshops/forums, and volunteering to support service-/cultural-focused events (e.g., world heritage day, career day, mock interviews).