

Franklin Elementary Title I Parent Compact

The staff at Franklin Elementary and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how parents, entire school staff, and students will share the responsibility for improving students' academic achievement and the means by which the staff and parents will build and develop a partnership that will help children achieve the State's high standards.

This compact between the staff at Franklin Elementary, parents, and students is in effect during the 2013-2014 school year.

The staff at Franklin Elementary 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:**
 -  Use test data to drive instruction.
 -  Differentiate instruction based on various learning styles and abilities.
 -  Provide Tier II and Tier III intervention services for students who qualify.
 -  Offer research-based reading programs such as Wilson, Read Naturally, and Rewards to students who qualify for intervention.
 -  Offer various phonics programs that will strengthen qualified students' decoding and fluency skills
 -  Offer the Soar to Success program for third and fourth grade students who qualify.
 -  Offer computer based reading and math programs.
 -  Offer Reading Olympics program to fourth grade students.
- 2. Hold parent-teacher conferences on November 25, 2013; November 26, 2013; and January 30, 2014, during which the Intervention Team will be available to individually discuss this previously distributed compact with parents of children receiving intervention services. Conferences will be held at the request of parents to further discuss academic progress of Title I participants.**
- 3. Provide parents with reports on their children's progress through:**
 -  Graded class work sent home on a regular basis.
 -  Completing quarterly midprogress reports for grades 3-4.
 -  Quarterly intervention progress reports and report cards for grades 1-4.

-  Written or verbal communication when necessary.
- 4. Provide parents with information concerning their child's educational experience during:
 -  Open house
 -  American Education week
 -  Friends of Franklin activities
- 5. Be available for consultation with parents as needed from 7:45 AM to 8:30 AM or from 2:45 PM to 3:15 PM with twenty-four hours notice or during other scheduled appointments such as fall and spring conferences.
- 6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 -  Open House
 -  Field trips
 -  Activities during American Education Week
 -  Special activities such as Fall Fest, special person dance, and other events sponsored by Friends of Franklin.
 -  Assisting with classroom activities such as Earobics, listening to children read, sharing special talents or interests, etc.
 -  Assist Intervention Team in working with Intervention students.
 -  Field Day

Parent Responsibilities

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

-  Monitoring attendance.
-  Making sure that homework is completed.
-  Participating, when appropriate, in decisions related to my child's education.
-  Involvement in Friends of Franklin events.
-  Encourage my child to participate in extracurricular activities such as "Prime Time Night" and "Reading Olympics" at Franklin Elementary.
-  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 appropriately.

-  Supporting Intervention/Title I activities sponsored by Franklin Elementary or Pottstown School District.
-  Serving on Title I policy advisory groups on district and state level.
-  Be a positive role model as a reader.
-  Read daily with my child.

Optional Additional Provisions

As an Intervention student, I will share the responsibility to improve my academic achievements and strive to meet the State's high standards.

Specifically I will:

-  Do my homework everyday and ask for help when I need to.
-  Practice reading everyday outside of school time.
-  Fulfill my requirements to read twenty-five books per year.
-  Strive to reach the monthly behavioral goal.
-  Give my parents or guardian written communication from staff at Franklin Elementary.

Additional Required School Responsibilities

The staff at Franklin Elementary will:

- 1. Involve parents in the planning, review, and improvements of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- 2. Hold an annual meeting to inform parents of the school's participation in the Title I/Intervention program. The Title I/Intervention program and the rights of the parents will be discussed at this meeting.**
- 3. Offer additional informational parent meetings and activities such as:**
 -  overview of reading programs during Open House;
 -  an opportunity for students to participate in reading or playing reading games while their parents are at conferences;
 -  hold five informational parent literacy meetings for prekindergarten, kindergarten, first, and second grade students on September 10, 2013; October 1, 2013; October 22, 2013; November 12, 2013; and December 3, 2013.
- 4. Provide information to parents of participating students in an understandable and uniform format.**

5. Provide parents of participating children information about Intervention programs in a timely manner.
6. At the request of parents, provide the opportunity to hold meetings to give parents an option to formulate suggestions and to participate in decisions about the education of their children when it is appropriate.
7. Provide parents with a copy of their individual child's district-wide standardized test scores, such as PSSA, as well as a workshop on interpreting scores.

Franklin Elementary
School

Classroom Teacher

Parent

Date

Student

Date