

Principle Academy Charter

A Polymath Managed School



Title I School-Parent Compact

The **Principle Academy Charter** 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 challenging State academic standards.

This school-parent compact is in effect during school year **2022/23**.

School Responsibilities

The **Principle Academy Charter** staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards as follows;
 - Participate in weekly Grade Level Meetings (GLMs) promoting collaboration among staff members and administration which includes:
 - Test analysis, pacing, grades for the week, any student concerns, etc.
 - Participate in Professional Learning Community (PLCs) promoting collaboration among teachers which includes:
 - Using data analysis to drive instruction, create centers, and fill in any learning gaps.
 - Understand student learning and development and respect individuality of each student
 - Reward positive behaviors:
 - Present for the Presents
 - Kelso's Choice
 - Griffin Feathers

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- DoJo points
- 'Teach Like a Champion' (TLAC) strategies
- PBIS strategies
- Infraction Free Friday (monthly)
- Utilize Performance Matters program on a weekly basis to identify student gaps in student mastery of core standards
- Implement daily RESET BUTTON (positive affirmations/meditation)
- Teacher will use Crisis Prevention Intervention (CPI) verbal de-escalation skills
- Utilize iReady Teacher Based Assessments and MyPath Lessons
- Utilize various approved platforms to motivate and engage students, including:
 - Performance Matters
 - IXL
 - Zoom
 - Google Classroom
 - PowerSchool
 - ThinkCentral
 - iReady
 - HMH Ed
 - MyOn/STAR (Renaissance)
 - NearPod
 - BrainPop / BrainPopJr.
 - XtraMath
 - Kahoot!
 - Activinspire
 - Kami
 - Freckle (Part of Renaissance)
 - TeachersPayTeachers
 - DeckToys
 - Education.com
 - Tumblebooks
 - Vizzle
 - GoNoodle
 - EdPuzzle - can incorporate YouTube links safely
 - Wilson Academy / Fun Hub (with a training log in)

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- SeeSaw
 - Vocabulary Spelling City
 - Quizlet
 - Read Theory
 - Gimkit
 - Reading A-Z
 - FASTT Math
 - Plickr
 - National Geographic Kids
 - SumDog
 - Prodigy (Math)
 - Dreamscape (ELA)
 - Quill
 - Newsela
 - Didax Virtual Manipulatives
 - Flocabulary, YouTube, FlipGrid - all can be accessed through NearPod
 - Generation Genius
 - Mystery Science
 - Clever login
- Participate in Teacher Observation using Danielson Framework
 - Partake in Peer Observations (teacher to teacher observations)
 - Accelerated Learning Math class period
 - Accelerated Learning ELA class period
 - Foundations will be used as both whole group and small group instruction in Grades K – 3
 - JustWords will be used as both whole group and small group instruction in Grades 4 – 6
 - Fontas and Pinell will be used for Grade K-6
 - Utilize DIBELS as a pre-screener for dyslexia and reading ability
 - Provide opportunities for Social/Emotional Learning (SEL) Check-ins/Check-outs daily
 - Kelso Choice
 - PBIS

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- Live Stream
 - Triangulate data using:
 - STAR testing
 - iReady Diagnostics
 - IXL Screeners
 - DIBELS
 - Journeys Benchmark
 - GoMath Benchmarks
 - START STRONG Testing (grades 4-6)
 - Administer Benchmark Testing (Fall, Winter, Spring) and use that data to:
 - form instructional groups,
 - determine areas of student strength/weaknesses
 - as a baseline for teacher SGO's
 - Clever login – single sign-on for student's digital platforms
 - Utilize I&RS services for students working below grade level
 - Participate in Mentor/Mentee programs to guide first year teachers
 - Participate in Professional Development sessions to improve upon knowledge of curriculum and programming, utilization of motivating and engaging platforms, improve student management, etc.
 - Plan and deliver effective instruction that advances the learning of each individual student
 - Create learning environments that promote high levels of respect, learning, and achievement for all students
 - Collaborate and communicate with students, parents, and other educators, administrators, and the community to support student learning
 - Assume responsibility for professional growth, performance and involvement as an individual and as a member of PAC learning community by creating:
 - Professional Development Plans (PDPs)
 - Student Growth Objectives (SGOs)
 - Professional Evaluation and Planning (PEP)
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in-person or virtual (via zoom);

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- November 29, 30 & December 1, 2022
 - May 2, 3, & 4, 2023
 - As needed basis
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows;

Interim Report	Report Card
October 7, 2022	November 15, 2022
December 16, 2022	January 27, 2023
March 3, 2023	April 5, 2023
May 12, 2023	June 15, 2023

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Telephone contact
 - By scheduling an in-person meeting at PAC school
 - Class DoJo and School Messenger
 - PowerSchool Parent Portal
 - Email, Text, In-Person (home visits by FSS team)
 - Telephone calls by FSS Team (Family Support Specialists)
 - Social Media Platform (FaceBook)
 - PAC website
 - School Events
 - Child Study Team Meetings/I&RS Meetings
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows;
- Parent Teacher Connection (PTC)
 - School Events (e.g. Thanksgiving Food Drive, Book Fair, Drama, Black History Month, Hispanic Heritage Month, Bed Time Stories, Drive-in Movies, etc.)

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- Recruitment – word of mouth advertising by parents
- Read Across America
- Back to School Night
- Fund Raisers
- Chaperone field trips
- Tech Support
- Translating to Spanish speaking parents

Parent Responsibilities

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

- NJSA18A:38 28 through 31 - Comply with State laws on child's attendance
- Read, understand, and comply with obligations within PAC Handbook
- Provide your child with quiet place to complete Enrichment Activities
- Ensure students read 20 minutes per night (MyOn & EPIC)
- Monitoring amount of screen time such as video games/online games/phone time watched by children
- Responsible for COVID 19 Health Screening protocol daily
- Parents will encourage screen free activities throughout the week
- Being responsive to school communications from school personnel
- Updating emergency contacts and records
- Encourage student to ask for help when needed (including but not limited to food, counseling, etc.)
- Participating, as appropriate, in decisions relating to my children's education such as I&RS services, CST testing, etc.
- 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 or Class Dojo, and responding in a timely manner, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I Parent Representative, Parent Teacher Connection (PTC), or in any other capacity requested.

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Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Actively participate in class during the school day
- Finish any extra practice/enrichment work as assigned
- Be prepared for class
- Be on time for each class
- Abide by PAC Student Code of Conduct
- Read (the required amount per grade level) every day outside of school time using MyOn, Epic, Google Classroom Library, hard copy, etc.
- Ask for help as needed ...ask Rick H regarding verbiage
- Wear school uniform proudly
- Follow S.O.A.R. guidelines as posted throughout school

Student Technology Agreement:

- You are expected to abide by the PAC Acceptable Use policy
- Properly manage and care for Chromebook (plugging in each evening) and other school materials (textbooks/workbooks)

The **Principle Academy Charter** will:

1. Involve parents in the planning, review, and improvement of the school's parent and family engagement 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 parent and

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family engagement 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. At 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.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the challenging State academic standards, the **Principle Academy Charter** will:

1. Recommend to the local educational agency (LEA), 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 Family Literacy Programs operating within the school, the district and the contact information (e.g. Foundations, The Great Reading Race, iReady Assessments, STAR, etc.).

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3. Work with the LEA in addressing problems, if any, in implementing parent and family engagement activities in section 1116 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the state educational agency's (SEA'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 nonpublic school officials or representatives.

Signatures

School:

Date:

Parent:

Date:

Student:

Date:

Please note that signatures are not required

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