



Family School Compact SY 2024-2025

Douglas MacArthur GLA, students participating in the title I, Part A program, and their families, agree that this compact outline how the family, the entire school staff and the students will share the responsibility for improved student academic achievement as well as describe how the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Goals

Douglas MacArthur employs research based educational strategies geared towards the way girls learn best to help them reach their full potential. An extended day and year for maximizing academic instruction along with a skilled staff of educators are offered to support these efforts. This year's priorities are reading proficiency, and math proficiency. Teachers will utilize Guided Reading Practices and Guided Writing with technology support to increase reading vocabulary and comprehension and their mechanics of writing.

Parent/Teacher conferences are held throughout the year and individual conferences can be scheduled at any time.

Updates will be provided to families through Parent/Teacher conferences, On and Off-track meetings, parent meetings, online resources, Literacy Night, STEAM night and OST and NWEA information sessions.

Teachers, Families, Students – Together for Success

In the Classroom

Parents are invited to participate in PAC/FEC meetings (Chat and Chews). They are also invited to participate at all school events. Observing and volunteering in the classroom are encouraged at every interaction.

Scholars are expected to treat others with respect, strive to do their best at all times, come to school daily and get to class on time with all materials needed prepared to learn. Scholars are expected to obey school rules and listen to authority.

At Home

- Monitoring attendance
- Making sure that homework is completed.
- Promoting positive use of child's extracurricular time
- Staying informed about my child's education and communication 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.
- Participate in Parent/Teacher Conferences
- Provide input/feedback to improve school environment/culture.

Students

Put 100% effort into doing the work that is required. Do extra work at home and continue to practice.

Stay focused and not get off track and minimize distractions.

Set a good example for the younger scholars.

Pick friends wisely. Minimize your stress. Be supportive of one another.

Be respectful to the teachers, student teachers, scholars. Take suggestions to do better.

Come to school ready to learn without unnecessary drama.

Do my homework every day and ask for help when needed.



School Parent and Family Engagement Policy

School Year 2024-2025

In support of strengthening student academic achievement, **Douglas MacArthur Girls Leadership Academy** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a parent and family engagement policy (written or posted on school website), agreed on by such parents and family members, that shall describe the means of carrying out the requirements of The Every Student Succeeds Act (ESSA) Section 1116. Parents and family members shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents and family members can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents, family members, and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

Douglas MacArthur Girls Leadership Academy understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Douglas MacArthur Girls Leadership Academy agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Douglas MacArthur Girls Leadership Academy will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents and family members of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' and family members requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent and family compact.

B. FLEXIBLE NUMBER OF MEETINGS

Douglas MacArthur Girls Leadership Academy will offer a flexible number of engagement meetings in accordance with the OPHAS level as outlined in Part A at convenient times for parents and families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, childcare or home visits, as such services relate to parent and family engagement (if the state's current OPHAS Level is 1).

Monthly PAC meetings will be held. Families will be surveyed at the beginning of the 2022/23 school year to determine the most convenient time.

C. JOINTLY DEVELOPED

Douglas MacArthur Girls Leadership Academy will take the following actions to engage parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

D. COMMUNICATION

Douglas MacArthur Girls Leadership Academy will provide parents and families of participating children timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of the challenging State academic standards, and
- d) if requested by parents and families, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent and family engagement programs, meetings, and other activities, will be provided to the parents and families of enrolled children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents and families can understand. We use Class Dojo which allows parents to transfer the message into their language.

E. DISSENSION PROCESS

Douglas MacArthur Girls Leadership Academy will submit any comments/concerns to the CMSD Office of Family and Community Engagement if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents and family members.

Any comments/concerns can be emailed to the Executive Director of Family and Community Engagement, Tracy Hill, at tracy.hill@clevelandmetroschools.org.

F. SCHOOL-PARENT COMPACT

Douglas MacArthur Girls Leadership Academy will take the following actions to jointly develop with parents and family members of enrolled children a school-parent and family compact that outlines how parents, families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

The school compact will be revised by committee and available in the office, on the website, and posted on Class Dojo.

G. BUILD CAPACITY OF PARENTS

Douglas MacArthur Girls Leadership Academy will build the parent and family capacity for strong family engagement to ensure effective engagement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents and families to work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Provide assistance to parents and families of enrolled children, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents and families, in the value and utility of the contributions of parents and families, and in how to reach out to, communicate with, and work with parents and families as equal partners, implement and coordinate parent and family programs, and build ties between parents, families, and the school.
- Coordinate and integrate parental and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as family resource centers and materials that encourage and support parents and families to fully participate in the education of their children.

H. ACCESSIBILITY

Douglas MacArthur Girls Leadership Academy in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities, for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents/caregivers understand. Interpreters provided by the district will be utilized when requested. Parents will be invited to participate in activities through Class Dojo, flyers home and the monthly newsletters.

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents and families of children participating in Title I, Part A programs.

This policy was jointly developed with the Administration, Staff, and PAC. Each member was the opportunity to review all comments and provide input and the final document was approved.

This policy was adopted by the Cleveland Metropolitan School District and will be in effect for the period of (School Year). The school will distribute this policy to all parents and families of participating Title I, Part A children on or before **September 1, 2025**.

(Signature of Principal)

Victoria

Date 5-20-24

(Signature of Parent/Caregiver Leader)

Valerie L. Love

Date 5-20-24