

# **SHERMAN ELEMENTARY SCHOOL-PARENT COMPACT**

**Sherman Elementary 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) (participating children), 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 school year 2013-2014.**

## **SCHOOL RESPONSIBILITIES**

- 1. Sherman Elementary School will 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. Assessments using: DIBELS, STAR, OAKS, LEXIA, CORE
- B. Specifically designed instruction developed through assessments
- C. Macmillan/McGraw-Hill Treasures Basal Reading
- D. Lakeshore Daily Comprehension
- E. LEXIA Reading Intervention
- F. Reader's Book Log
- G. Accelerated Reader
- H. Read Naturally
- I. Zoo Phonics
- J. Literature Base Writing Supported by Common Core State Standards
- K. Incredibly Fun Visual Phonics and Sight Vocabulary
- L. Word Wisdom
- M. Bridges Math
- N. Pearson K-6 Science Program
- O. Greenhouse & Garden Lab
- P. After-school tutoring (SKORE Program)
- Q. Literacy and Math Nights
- R. DOLCH and/or Frye Sight Word Lists

- 2. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement.**

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

- A. Quarterly Report Cards
- B. Phone calls/notes to parents, as needed
- C. Individual conferences with parents, as needed
- D. Bi-annual Parent/Teacher conferences

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

- A. Parent/Teacher Conferences
- B. Mondays through Fridays from 7:30 – 8:00 AM and 3:00 – 3:30 PM, with 24-hour notice so that teachers have the opportunity to gather notes, grades, sample work, etc. to better communicate to parents about their child.
- C. Other specific times before or after the school day mutually agreed upon by teacher and parent.

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

- A. SKORE After School Program
- B. Field Trips
- C. Literacy/Math nights
- D. Volunteer in individual classrooms as needed for special projects, activities.
- E. Read Across America Day
- F. Site Council
- G. Stop, Drop, and Read Program (Monthly)

**6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**

- A. Bi-annual surveys
- B. Parent/Teacher conferences
- C. Site Council

**7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.**

- A. Bi-annual surveys
- B. Site Council

**8. Provide parents information in regards to the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**

- A. Parent/Teacher conferences

**9. 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.**

**10. 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.**

- A. Parent/Teacher conferences

**11. 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).**

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## PARENT RESPONSIBILITIES

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

1. Make sure my child attends school unless he/she is sick.
2. Make sure my child completes homework and is prepared for class.
3. Communicate with the school by promptly reading all correspondences from the school and respond, as appropriate.
4. Attend open house and parent conferences.
5. Help my child with the Accelerated Reading program during the school year.
6. Make sure my child is at school on time.
7. Give my child a quiet place to study.
8. Make sure my child gets enough sleep at night.
9. Monitor the amount of TV and type of programs my child watches.
10. Make sure my child has breakfast before school or gets to school in time for breakfast.
11. Make sure my child is properly dressed and groomed.

## STUDENT RESPONSIBILITIES

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

1. Put forth my best effort.
2. Do my review work/ homework.
3. Show my school papers or notes to my parents.
4. Be at school on time unless I am sick.
5. Be responsible for my own behavior and accept consequences for my actions.
6. Read at home to reach my Accelerated Reading goal for the year.
7. Go to bed at a reasonable time so that I am rested and ready to learn.
8. Eat breakfast so I have energy to work and learn at school.
9. Show respect for adults and classmates I encounter at school.
10. Dress appropriately
11. Respect Bully Free Pledge

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent(s) / Guardian(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date