

SCHOOL-PARENT COMPACT

Introduction

The Jackson 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.

Compact

Jackson Elementary:

- **Provides 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:**

At Jackson, we take pride in being on the cutting edge of educational initiative. We seek to give our students experiences of success and mastery with the intent of building confidence and developing a sense of purpose. Our teachers and staff provide a positive, encouraging and nurturing environment where students feel comfortable and safe taking academic and social risks. Materials invite exploration, fire the imagination, and prompt initiative and collaboration. Our students make discoveries, building knowledge, experiment with literacy and math and learn to interact with others in socially appropriate ways. We guide our students as they discover new pathways to success.

There are high performance expectations and goals throughout the curriculum. Lessons are in alignment with the Next Generation Learning Standards. To support students in the area of mathematics, we implemented ST Math Online Problem Solving. In addition, our staff was involved in extensive training on the NWEA computer-based benchmarking system. Students in grades 1-6 will be benchmarked two times yearly to monitor reading and math growth. In addition, we use the Fountas and Pinnell Benchmark Assessment System for reading. Student results are reviewed and discussed with parents. Students could be flagged for additional support based on their progress. Teachers create lessons based on the data collected from the assessments. Staff continues to receive ongoing training with respect to these programs.

Collaboration is a core value—central to everything that we do. We utilize the co-teaching model across several grades where each class is taught by both a general education as well as a special education instructor. Teachers receive specific training

with respect to co-teaching. In addition, classroom aides provide additional support and complement instruction. Small group instruction is utilized on a frequent basis. If students require additional support, the small group instruction gives them more individualized attention as well as the comfort of understanding that their learning needs are valued and are being met.

Our teachers recognize the different learning styles of our students and tailor their lessons to accommodate these differences. They make learning relevant by considering real world issues and student interests. Technology is smoothly integrated into all aspects of the curriculum through the use of Smart Boards, iPads, desktop computers and Chromebooks.

Teachers check for understanding on a frequent basis and adjust their lessons according to student feedback. Students are regularly monitored and constructive verbal and nonverbal suggestions are offered. Student achievement, effort and growth are celebrated with praise which reinforces positive outcomes.

Teachers document student work and maintain data on student achievement. This data is analyzed in order to target areas of strength and misunderstanding and form a basis for future lesson planning.

In particular, we seek early identification of students who are in need of additional instructional intervention and support services. Our teachers carefully adhere to the content and guidelines for those students who already have an IEP. Our teachers work productively with the Instructional Support Teams, academic specialists, school psychologist and Curriculum Associate for Pupil Personnel in order to coordinate needed student services. We partner with families to provide ongoing information and guidance with respect to what is best for their child.

We have extensive support staff. Families who want to discuss academic, social or family issues are encouraged to seek out the assistance and advice of our school psychologist, school nurse, or present/past teachers.

Jackson has an open and welcoming atmosphere for our students. Our students thrive in an environment which includes Physical Education, Science, Library, Art, Music, and Foreign Language in Elementary School (FLES) classes. They take pride in seeing their art work displayed around the school as well as performing in choral and musical concerts. All of our classrooms exhibit a rotating "gallery" of student work which allows students to take satisfaction in their accomplishments.

Students on every grade level are involved in the Jackson "Peacekeepers" program which revolves around the beliefs of respectful behavior, conflict resolution and peer mediation skills. The premises of this program are incorporated into all aspects of the curriculum.

Teachers receive training and instruction on an ongoing basis with regard to curriculum and policy. There are district wide workshops as well as in-service courses to disseminate information.

In summary, each day at Jackson provides our students the opportunity to further their academic skills and accomplishments and engage in social interactions on their personal path of development.

- **Holds 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.**

At Jackson, a Meet the Teacher Night is held in September in order for teachers to introduce themselves to the parents. The teacher gives an overview of the grade curriculum and expectations. Parent-teacher conferences are held twice a year following report card distribution. At these meetings, parents have the opportunity to raise concerns about any aspect of student learning and behavior. In addition, teachers can address their concerns and make specific recommendations and suggestions about learning strategies to maintain academic success.

Of course, teachers do not wait for conferences and report card distribution to deal with any issues. They are pro-active in contacting parents when a problem initially arises in order to ensure continued student success. All of our teachers are willing to meet with parents at any time in order to discuss new concerns as they arise or to give parents regular updates about ongoing issues. Often students who are deemed "at risk" have team meetings with parents to share progress and concerns. They also call and email parents when needed.

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

There are a wide variety of ways parents can volunteer and participate. We have a very active and engaged PTA which runs fundraising activities such as a book fair, plant sale and holiday boutique. The PTA arranges for special assemblies/author visits several times a year. It also sponsors after-school activities such as Movie Night, Paint Night and Jackson Night Out. We have a school-wide Parents as Reading Partners (PARP) week. Parents are urged to volunteer on class trips and they are invited to attend special class activities such as the Costume Parade, Circus Week, Class Author Workshops, and more. There are grade level music concerts several times a year. Our Jackson Yearbook is organized and distributed by dedicated parents. Parents can attend school-wide PTA meetings and SEPTA meetings for further information about the needs of their students. We offer opportunities for parent participation both during the school day as well as evenings.