

Phillip C. Showell Elementary School

Title I Parent Compact SY 2014

Phillip C. Showell Elementary School and the parents of 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 state's high standards.

This school-parent compact is in effect during school year 2013-2014.

Phillip C. Showell Elementary School teachers and staff are committed to providing a quality educational program that challenges all children to reach their potential. An effective partnership between the school and the student's parents/guardians means a shared belief in and a commitment to providing the best education for each student. In order to work together, we propose a plan for the means of accomplishing significant achievement goals.

Educators must work to create an environment that fosters the attainment of state and national academic achievement standards by holding themselves, the students, and the parents accountable for meeting the academic goals of every child.

The Phillip C. Showell Elementary School staff 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 by
 - Using aligned curriculum and assessment data to plan instruction.
 - Regularly meeting in Professional Learning Community teams to discuss student data and instructional differentiation.
 - Participating in Walk-Through / Instructional Audit conferences with administrators.
 - Believing that all students can learn.
- Communicate with parents/guardians in a timely manner through
 - Parent-teacher conferences held 3 times per year as listed on the Indian River School District calendar.
 - Mid-term progress reports and quarterly report cards.
 - Phone calls, e-mails, and notes in agenda books.
- Provide Spanish translators as needed to facilitate communication between teachers and parents.
- Provide each parent with information regarding the student's individual state assessment results, progress reports, and report cards at parent conferences and at other times as appropriate. Parents and students will be encouraged to ask questions about this information.
- Provide opportunities for discussion between parents, administrators, and staff to address problems and to find solutions for students having difficulties, either academically or socially.
- Announce events and provide notices through the Alert Now system and the school's website, http://www.edline.net/pages/Phillip_C_Showell_ES.
- Support parents in their efforts to engage in their child's education. Parents are encouraged to serve as chaperones for class field trips and other school activities contingent upon criminal background checks and a Tuberculosis Questionnaire.
- 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.

Parents play an extremely important role as their children's first teachers. Their support for the children and for the school is critical for success at every step along the way.

Parents / guardians are asked to support the school in the following ways:

- Set high academic expectations for your child. Let your child know that you value education.
- Monitor attendance and make sure that your child arrives to school well rested and on time. Help your child establish a routine for school days.
- Provide a home environment that supports the school's efforts. Provide a place and time for completing homework and make sure that it is done.
- Communicate with your child's teacher on a regular basis. Participate, as appropriate, in decisions related to your child's education.
- Request and/or attend parent – teacher conferences and/or school functions. Parents are encouraged to take the initiative in calling their children's teachers whenever they have a concern.
- Promote positive use of your child's extracurricular time.
- Model the belief that learning is a life-long process that takes place at home as well as at school.
- Read aloud to your child regularly and be an interested learner as they read to you.

Students should actively participate in and work to improve their own education.

Students are asked to commit to the following:

- Come to school ready to learn.
- Show an interest in learning.
- Complete homework and classwork assignments to the best of your ability.
- Conduct yourself in an appropriate manner.
- Give your parent / guardian all notices and information given to you by the school.

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Signature Page

Each year the student-parent-teacher compact is reviewed and changed as needed by the Title I Advisory team. The school compact is reviewed and signed by students, parents, teachers, and principals as a commitment to the terms of the compact. Please contact us

For more information or clarification, contact:

Principal: Laura Schneider
Assistant Principal: Brandon Snyder

Reading Specialist: Debra Buffington

(302) 436-1040

Principal's signature: L Schneider Date: 10/14/13

Assistant Principal's signature: Brandon Snyder Date: 10/14/13

Parent / Guardian: Veronica Syle Date: 10-14-13

Student: Wiley Vasquez Date: 10-14-13

Compact Approved on 10/14/13