MARYVILLE CITY SCHOOLS
SAM HOUSTON SCHOOL PARENT COMPACT



WHAT IS A SCHOOL-PARENT COMPACT?

A School-Parent Compact is a written agreement among all members of a school learning community. It clearly defines the role of each member in an effort to afford the most productive, quality education possible for all students. The school learning community consists of teachers and other school personnel, parents, and students. As active partners in the educational process of our students, we faithfully commit and adhere to the stated responsibilities within this compact.

JOINTLY DEVELOPED

This School-Parent Compact was jointly developed with input from families, teachers, school staff and students. Families are invited to provide feedback and suggestions during Title I meetings, through surveys and other engagement opportunities, and by contacting a school administrator throughout the year. The compact is reviewed annually and revised as needed to meet the changing needs of students, families, and the school. A copy of the compact is available on each school's website.

The mission of Sam Houston Elementary is to engage, nurture, and educate students to develop strong academic skills and confidence through meaningful instruction.

BUILDING PARTNERSHIPS

Our schools firmly believe that a strong partnership between school and home is the key component for student success. Together, schools and families can prepare students for a lifetime of learning and responsible citizenship.

ELEMENTARY SCHOOL GOALS

READING
78% Proficiency
85% Met Growth Targets

MATH
78% Proficiency
85% Met Growth Targets

SAM HOUSTON ELEMENTARY
the place to learn and grow

SAM HOUSTON ELEMENTARY
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COMMUNICATION ABOUT STUDENT LEARNING

School staff and families will maintain regular, two-way, meaningful communication regarding student learning and academic progress. Communication may include SeeSaw, email newsletters, phone calls, in-person conversations, report cards, universal screening reports, RTI progress letters, parent-teacher conferences, school websites, and district updates. Communication will be provided in an understandable format and, to the extent practicable, in a language families can understand. This communication is achieved through:

- SeeSaw Communications
- Email Newsletters
- Phone Calls Home
- In-Person Conversations
- Families will receive frequent reports and information regarding their child's academic progress through report cards, assessment results, progress reports and other school communications.
- Universal Screenings for Reading Reports
- RTI Progress Letters
- At least annually, elementary teachers will discuss the School-Parent Compact with families during a parent-teacher conference as it relates to the individual child's academic achievement and progress.
- School Website
- District Updates
- Families will have reasonable access to school staff to discuss their child's progress and opportunities to volunteer, participate in their child's class, and observe classroom activities in accordance with school procedures.

SAM HOUSTON GOALS FOR STUDENT ACHIEVEMENT

GOAL 1: PREPARE STUDENTS FOR SUCCESS IN AN EVER-CHANGING WORLD

OBJECTIVE 1:1: Students will demonstrate mastery of rigorous and relevant academic standards - placing them on the path to college and career success.
OBJECTIVE 1.2: Teachers will create optimal learning environments where students will be motivated and committed to their learning, have a sense of belonging, and have supportive relationships.
OBJECTIVE 1.3: Students wlil develop personal, social, service, and leadership skills and demonstrate positive behaviors and attitudes.

GOAL 2: BUILD TEAMS OF EXEMPLARY TEACHERS AND SUPPORT STAFF WHO EMBRACE CONTINUOUS IMPROVEMENT

OBJECTIVE 2:1: Students will demonstrate mastery of rigorous and relevant academic standards - placing them on the path to college and career success.
OBJECTIVE 2.2: Teachers will create optimal learning environments where students will be motivated and committed to their learning, have a sense of belonging, and have supportive relationships.
OBJECTIVE 2.3: Students will develop personal, social, service, and leadership skills and demonstrate positive behaviors and attitudes.

GOAL 3: DEVELOP MEANINGFUL ALLIANCES IN SUPPORT OF EDUCATION AND EDUCATIONAL OPPORTUNITIES

OBJECTIVE 3:1: Create an effective two-way communication network that builds trust and support by engaging all stakeholders.
OBJECTIVE 3.2: Maximize parent engagement and volunteer participation by cultivating a family-friendly environment throughout the school community.

Preparing students for a lifetime of learning...

In the classroom, faculty and staff will...

- Provide a safe, loving environment for all students.
- Treat each child with dignity and respect.
- Provide high-quality, standards-aligned curriculum and instruction in a safe, supportive and effective learning environment that enables students to meet Tennessee's challenging academic standards.
- Strive to engage every child in meangingful learning opportunities and provide support, remediation, enrichment, and differentiated instruction as needed for success.
- Communicate regularly with parents.
- Encourage students to reach their full potential.
- Strive to have every child feel accepted, respected valuable, and capable every day.

At home, the parent will...

- Ensure that his/her child attends school each day and arrives on time.
- Provide support to his/her child for activities/assignments sent home by classroom teachers for practice.
- Check folders and backpacks for school work, notes from teachers, and field trip forms.
- Support and reinforce all school/classroom rules and expectations.
- Become actively involved in the education of his/her child.
- Support literacy and math practice at home.
- Communicate with teachers.

Students will...

- Complete assignments and tests in class to the best of his/her ability.
- Complete homework provided by classroom teachers and submit on time.
- Follow all school classroom and rules and expectations.
- Come to school with a positive attitude about learning.
- Maintain satisfactory behavior during less structured times such as hallway transitions and in the bathroom.
- Speak to peers and staff in a positive manner.
- Request additional assistance from adults when feeling frustrated or unsure.
- Come to school ready to learn.
- Ask for help when needed.