

Title I Reading Targeted Assistance Plan
SCHOOL-PARENT-STUDENT COMPACT
Pawnee Elementary School—District #11

Pawnee CUSD #11 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) agree that this compact outlines how parents, school staff, and 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 the current school year.

PART I: SCHOOL COMPONENT

Pawnee CUSD #11 will provide a high-quality curriculum and instruction in a supportive, effective learning environment that enables participating students to meet Illinois Academic Achievement Standards. This is assured by:

- ◆ *Constant evaluation/updating of materials/textbooks by highly qualified, informed committees*
- ◆ *Highly trained, experienced classroom teachers*
- ◆ *Evaluation of staff by principal—goal is improvement; staff also evaluates/offers suggestions to principal; information is shared at monthly TEAM meetings—all input is valued*
- ◆ *Adherence to lesson plans designed and aligned to our state goals and standards*
- ◆ *Providing accelerated, high quality curriculum taking into account pupil strengths/weaknesses*
- ◆ *Ongoing assessment both formal and informal*
- ◆ *Early identification of reading deficiencies—referral to Title I; if further assistance is required, student often receives full case study status with our Special Education Team; parents are aware, advised, and informed throughout entire process*
- ◆ *Curriculum Guide development to assure accurate skill/strategy progression*
- ◆ *Educational field trips at each grade level*
- ◆ *An Accelerated Reading program designed to encourage/support independent reading efforts*
- ◆ *Classroom phone access allowing for easy contact/communication between staff and parents*
- ◆ *Open communication between administration, staff, and parents; school personnel acting as one team with a caring, supportive, involved parental component*
- ◆ *Various parental involvement activities throughout year*
- ◆ *An updated, informative school web site*
- ◆ *Providing books for students to read at home and suggesting ways to support learning*
- ◆ *Providing a safe and caring learning environment for students*

Hold annual parent-teacher conferences, specifically:

- ◆ *At the end of the first nine weeks of each school year*
- ◆ *At any other time throughout the school year that the student is experiencing difficulty or frustration relating to academic or social needs as determined by the teacher and/or parent*
- ◆ *At parent's request*

Provide parents with frequent reports on their children's progress:

- ◆ *Report cards are distributed at 9 week intervals*
- ◆ *Progress reports are sent mid-quarter; more often if needed*
- ◆ *Parents can access daily and weekly grades via Edline—Grades 3 and up*
- ◆ *Individual Standardized test scores(DIBELS, IOWA Basics & ISAT) are dispersed*
- ◆ *Calls are made to parents of failing students; principal shares in this responsibility*

Provide parents reasonable access to staff. Specifically, availability for consultation is:

- ◆ *Daily from 8-8:15 and 3:10-3:30*
- ◆ *At any time mutually agreed upon between parent and teacher*
- ◆ *Through our personalized voice mailbox system, accessible to all parents*
- ◆ *Through our school website allows parents to email teachers directly*

Provide parents opportunities to volunteer, participate, and observe in their child's classrooms:

- ◆ *Parents may volunteer, participate, and observe classroom activities at any time mutually agreed upon by the parent and teacher.*
- ◆ *During American Education week each November, invitations are extended to parents and grandparents to visit classrooms and/or have breakfast/lunch with their child at school.*

PART II: PARENT COMPONENT

We will support our children's learning by:

- *Monitoring attendance*
- *Making sure homework is completed; complete sign and return feature to verify reading*
- *Attending parent involvement nights hosted by the school to the extent possible*
- *Attending parent-teacher conferences*
- *Monitoring television viewing*
- *Volunteering in the classroom and/or helping with school activities*
- *Participating, as appropriate, in decisions relating to child's education.*
- *Promoting positive use of child's extracurricular time and using positive reinforcement*
- *Staying informed; promptly reading all notices and responding as necessary*
- *Checking the school website if possible, to stay updated on relevant information and issues*
- *Serving on policy advisory groups, such as being the Title I, Part A parent representative on our School Improvement Team or serving on the Title I Parent Advisory Committee, if possible*

PART III: STUDENT COMPONENT

I will work hard by:

- ★ *Doing my homework every day and asking for help when I need it*
- ★ *Reading at home; returning sign and return notes*
- ★ *Giving my parents all school notes on the same day I get them*

I will help to keep our school a safe and nice place to be by:

- ★ *Respecting people, property, and the community*
- ★ *Following the school and classroom rules*
- ★ *Solving conflicts in positive, nonviolent ways; reporting bullying*

I. _____
School Representative—Title I Teacher Signature

II. _____
Parent Signature

III. _____
★ Student Signature