

Palos Heights District 128

School- Parent Compact for Title IA

The Indian Hill and Chippewa Schools and the parents or guardians of the students participating in the the activities, services and programs funded by the Title I Part A of the Elementary and Secondary Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire 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 the children achieve the State's high standards.

This school-parent compact is in effect during the entire school year.

School Responsibilities

Indian Hill and Chippewa School will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic standards**

All students will receive balanced literacy instruction including reading and writing each day. Math instruction is provided in a 60-80 minute blocks each day. Large and small group activities are provided on a regular basis. All students receive 45 minutes of music, art and technology instruction each week. Social and Emotional lessons are taught weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers continuously have opportunities to attend professional development for core curriculum improvement. Students who read more than two intervals below grade level base on the Fall Fountas and Pinnell benchmark and score below the 17% in NWEA MAP will be eligible for Leveled Literacy Interventions at least three days each week.

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

Parent -teacher conferences are held annually during the third week in November. Parents may request conferences on an as needed basis. Teachers send home newsletters each week and assessed students work goes home each week.

- 3. Provide parents with frequent reports on their child's progress.**

Every fall, winter and spring parents receive Fountas and Pinnell benchmark literacy assessments and NWEA MAP student growth reports. Parents receive unit tests and updates on reading levels on a regular basis through the progress monitoring process.

- 4. Provide parents with reasonable access to staff.**

All staff members attend an open house in the fall, parent teacher conferences, and the week of the young child breakfast. Parents may request additional conferences when they deem necessary.

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

Parents are invited to school during reader's and writer's workshop end of unit activities and author celebrations.

Parent Responsibilities

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

- Monitor attendance.
- Ensure that homework is completed.
- Monitor the amount of television children watch.
- Volunteer in the school.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communication with school by promptly reading all notices from the school or district either received by my child or by mail and responding appropriately.
- Serve to the extent possible, on policy advisory groups. Such as being the Title I Part A parent representative on the school's School Improvement Team, or the Title I policy Advisory committee

Student Responsibilities

Students will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give my parents or guardians all notes and information from the school.

Indian Hill and Chippewa School
Mary Lynn Duffy
Kim Sopkin

Parent

Date

Student

Date