



# Parent School Compact

**Austin Elementary School - Coppell Independent School District**

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## Purpose

As a Title 1 school, Austin Elementary is committed to developing strong partnerships between home and school in order to meet the individual needs of every student. The purpose of this document is to communicate an understanding of staff, parent and student responsibilities. Our annual school parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home. Effective Compacts: link to academic achievement goals, focus on student learning, share strategies that staff, parents, and students can use, explain how teachers and parents will communicate about student progress, and describe opportunities for parents to observe, volunteer, and participate in the school community

## Jointly Developed

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. A "Parent Café" and Title I Committee meeting are held each year to review and revise the compact based on the school's academic achievement goals and students' needs. Parents are welcome to provide feedback at any time. All feedback will be collected and reviewed during the annual revision meeting with parents.

## Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and fellow parents through some of the following events and programs:

- Volunteer opportunities throughout the school year
- Family Fridays
- Thanksgiving and holiday feasts
- PTO family events
- Special Friends Day
- Parent learning walks
- Family literacy/math curriculum nights

## Our Goals for Student Achievement 2018-2019

<b>Early Childhood</b>	Students will count 1-10 items with one count per item.
<b>Kindergarten</b>	Students will read on grade level independently.
<b>First Grade</b>	Students will read with fluency and comprehension grade level text.
<b>Second Grade</b>	<ul style="list-style-type: none"><li>● Learners will be able to read grade level text with fluency (rate, accuracy, expression, appropriate phrasing).</li><li>● The learners will recall basic facts to add and subtract within 20 with automaticity.</li></ul>

<b>Third Grade</b>	<ul style="list-style-type: none"> <li>• Learners will represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting</li> <li>• Students will be able to read an on-level text, make inferences about the text, and use textual evidence to support understanding.</li> </ul>
<b>Fourth Grade</b>	<ul style="list-style-type: none"> <li>• Students will be able to solve 1 and 2 step whole number problems using all 4 operations with efficiency and accuracy.</li> <li>• Students will be able to use strategies to determine the meaning of unfamiliar and multiple-meaning words within their reading.</li> </ul>
<b>Fifth Grade</b>	<ul style="list-style-type: none"> <li>• Students are able to read, represent and place fractions on a number line accurately.</li> <li>• Learners read, understand, and think critically about grade level text.</li> </ul>

### **School Goals and Focus Areas 2018-2019**

Austin Elementary met standards in all domains on the 2018 Accountability Report Card. The following scores show the percent of students on the 2018 STAAR who Approached Standard:

- 3rd Grade Math: 89% (decrease by 5%)
- 3rd Grade Reading: 83% (decreased by 12%)
- 4th Grade Math: 87% (increased by 3%)
- 4th Grade Reading: 94% (increase by 7%)
- 4th Grade Writing: 85% (increased 11%)
- 5th Grade Math: 90% (decreased by 6%)
- 5th Grade Reading: 90% (increased by 5%)
- 5th Grade Science: 84% (decreased by 3%)

**Strengths:** STAAR Writing scores improved from 71% to 85%. Fourth grade STAAR scores overall reflected improvement in every content area assessed. Reading increased from 87% to 94%, and math increased from 84% to 87%. There was an increased in the number of special education learners who mastered or met grade level standards in third grade reading and math. The number of limited English proficient (LEP) learners who met grade level standards in fourth grade reading increased 26% and number who mastered standards increased 21%. The number of limited English proficient (LEP) learners who met grade level standards in fourth grade writing increased 34% and number who mastered standards increased 14%. The number of special education learners who met grade level standards in fifth grade reading increased 50% and number who mastered standards increased 25%.

**Areas of Focus:** Five year trends indicate the following growth areas for Austin Elementary:

- Closing the achievement gap for our economically disadvantaged learners in the area of mathematics, reading and science
- Closing the achievement gap for limited English proficient learners in the areas of mathematics and reading
- Providing professional learning opportunities for educators in the following areas
  - Response to intervention
  - Restorative discipline practices
  - Common collaborative assessments
  - Addressing the needs of learners who demonstrate proficiency

- Creating systematic process for responding to learner needs

### **Communication About Student Learning**

Austin Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Weekly homework folders
- Weekly newsletters
- Check-in notes or phone calls
- Updates on the school website
- Class meetings on understanding student progress
- Learner goal-setting
- Learner-led conferences
- Parent-teacher home visits

*Do you have questions about your child's progress? Contact your child's teacher by phone or e-mail.*

### **Educators, Parents, Learners - Together for Success**

CISD and Austin Elementary are committed to the belief that all students can learn and that parents, teachers, students, and administrators must work together to create a positive support system for each child. CISD and Austin Elementary will provide a safe and challenging learning environment that will encourage and enable each student to achieve success. We pledge to provide parents opportunities for involvement in their child's education through parent-teacher conferences, serving on committees, attending special campus and grade level activities, along with many opportunities to volunteer in our school and from home.

#### **Educators**

- Respect every child and treat each one as an individual
- Provide quality curriculum and instruction
- Supply information about student progress
- Communicate frequently regarding each child's progress
- Encourage each student to do his/her best
- Provide opportunities for formal parent/teacher conferences

#### **Parents/Guardians**

- Set high expectations for my child regarding self-discipline, responsibility and respect
- Ensure that my child is in school and ready to learn by 7:40 am
- Check with my child and visit with them about school each day
- Insist that all homework assignments are completed and help my child as needed
- Attend school functions and parent/ teacher conferences

#### **Learners**

- Be prepared to learn and do my best each day
- Show respect for all students, staff and other adults at Austin Elementary
- Complete all school work / homework and turn in assignments on time
- Make good choices and take responsibility for my actions
- Follow our Austin Elementary 8 Expectations for Living

Please send feedback to Lorie Squalls at [lsqualls@coppellisd.com](mailto:lsqualls@coppellisd.com)