Learning

Communication about Student

- EJ's Club
- Scheduled Classroom Observations
- Parent Resource Center
- Parent-Teacher Conferences
- Parent-University Linkage Workshops
- Parent Volunteer Opportunities

In an effort to build partnerships with parents,
are curious about the student's academic progress and how they can support it at home.

Schools strive to provide a nurturing environment that will enable the student to develop to their full potential.

Building Partnerships

At Esther Jackson Elementary School, we believe in the importance of collaboration among teachers, staff, parents, and students.

The school is committed to providing frequent two-way communication to keep families informed about their child's progress.

The Parent Portal (athletic camps) is available for parents to see real-time updates on their child's progress.

The Parent Newsletter provides regular updates on school events and activities.

Enhancements to the school's website include a section specifically dedicated to parents and caregivers.

Esther Jackson Elementary School is jointly developed at the school and the parent community.

What is a School-Family Compact?

It is an agreement that outlines how parents, teachers, staff, and students will work together to support academic achievement.

What is the school's role?

The school will provide leadership and guidance in the development of the School-Family Compact.

What is the parent's role?

Parents will be actively involved in the development and implementation of the School-Family Compact.

What is the student's role?

Students will be encouraged to take an active role in the School-Family Compact, helping to ensure their success and well-being.
**Student Goals:**
- Academic goals of all students.
- Academic goals for at-home use to support the
  with readily accessible literacy and math
- Early morning work at the Beginning level in
  reading process and manual math at our
  workbooks and learned in school to improve
  and parental math strategies from
- I will use the Reading Readiness Writing.
- I will get ready for a nurture.
- Homework and show my grades to my
  to my parents, complete all assigned
  I will read every day for 20 minutes with or

**Goals Continued:**

**School/Teachers:**
- I will get ready for a nurture.
- I will use the Reading Readiness Writing.
- I will use the Reading Readiness Writing.
- I will get ready for a nurture.
- I will use the Reading Readiness Writing.

**Parent Goals:**
- I will utilize the family resource center.
- I will use the reading resource center.
- I will read the parent university.
- I will attend the parent university.

**District Goals:**
- By May 2024, 4.5% of students in grades 2-5 who begin the year at the Beginning level in
  reading/math will reach the Developing level at
  By May 2024, 1.5% of students in grades 2-5 who begin the year at the Beginning level in
  reading/math will reach the Developing level at

**Literacy/Math (Grades 3-5):**
- G/T standards of excellence.
- Hands-on Science/STEM directed at
  daily vocabulary development using
  green reader fluency program.
- Daily fluency development using
  multiplication/division/decimals.
- Math fluency.
- Read for fluency & comprehension.
- Focus areas 3-5 (Reading, Math, and Science).
- Multi-step word problems.
- Read fluency with addition.
- Science/fluency proficiencies.
- Instructional planning.
- Focus on small group instruction with
  development.
- Reading proficiency.
- Reading progression.

**Literacy/Math (Grades 2):**
- By May 2024, 4.5% of students in grades 2-5 who begin the year at the Beginning level in
  reading/math will reach the Developing level at
  By May 2024, 1.5% of students in grades 2-5 who begin the year at the Beginning level in
  reading/math will reach the Developing level at

**Summer 2024:**
- By May 2024, 3% from summer 2023.
- By May 2024, 3% from summer 2023.
- By May 2024, 3% from summer 2023.
- By May 2024, 3% from summer 2023.
Dear Parent/Guardian,

Esther Jackson ES, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents/guardians will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Family Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Family Compact. Once signed, please return the form to your child's teacher or Parent Liaison and keep the School-Family Compact as a reminder of your commitment. The School-Family Compact will be discussed with you throughout the year at different school-family events for all grades and at parent-teacher conferences for elementary school students as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: ____________________________ Date: 8/2/23

Parent/Guardian Signature: ____________________________ Date: __________

Student Signature: ____________________________ Date: __________

Please also print (for tracking purposes):

Homeroom teacher/Advisor ____________________________

Student's Name ____________________________ Grade __________

FY23 Federal Programs Compact Signature Page  FCS Title I Schools 03.09.2022