2020 - 2021 School Parent Compact

Kingswood Elementary School, 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) (participating children), agree that this compact outlines how the parents, the entire school 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 children achieve the State's high standards.

This school-parent compact is in effect during the 2020 - 2021 school year.

School Responsibilities

Kingswood Elementary School will:

● Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  ○ From the Kingswood Elementary Continuous Improvement Plan:
    ■ 100% of Kingswood Elementary students will be held to high academic expectations and will increase the number of students who reach proficiency by 10% in both Math and ELA for the 2020 - 2021 school year.
  ○ The specific activities the faculty and staff at Kingswood will complete are:
    o Providing quality Tier 1 instruction that is researched-based core curriculum.
    o Provide quality Tier 2 & 3 instruction based on student data, utilizing research-based interventions.
    o Focus instruction aligned to DUSD Priority Standards in both ELA and Mathematics. Teachers will focus their work on creating CFAs aligned to Priority Standards.
    o Focus professional development around the DUSD/WestEd Walkthrough Protocol(Objectives, Academic Conversations, Engagement, DOK).
    o Lesson plans will be aligned to priority standards and will include the four DUSD/WestEd components (Objectives, Academic Conversations, Engagement, DOK).
    o Students and teachers will maintain individualized student data tracking sheets aligned with priority standards.
    ■ 100% of Kingswood teachers will actively participate and engage in high quality and
relevant professional learning; the focus of which is the teachers teaching and students learning.

- The specific activities the faculty and staff at Kingswood will complete are:
  - Teachers will participate in Professional Development centered on the following:
    - Content Knowledge and Pedagogy
    - Curriculum Implementation
    - Student Assessment
    - All types of formative through summative assessments
    - Student Engagement
    - PBIS - Classroom Management
    - Effective Data Use
    - Effective Technology Use
    - Signature Programing - Coding & Robotics
  - Teachers will implement new learning based on their participation in Professional Development.

- 100% of Kingswood students will identify that their academic and social needs are being met as measured by an end of year qualitative survey.

- The specific activities the faculty and staff at Kingswood will complete are:
  - Hire Family Engagement Specialist
  - Compile a list of all resources available
  - Share resources with staff
  - Establish process for families to communicate to needs
  - Continue to build community partnerships
  - Inviting and encouraging families to engage in their student’s education and school sponsored activities
  - Plan community events that require families to be engaged and not just in attendance
  - PBIS Lesson Plans
  - Teachers leading PD
  - Committee Roles/Volunteers
  - Champion List
  - Signature Program Showcases
    - Fall 2020
    - Spring 2021

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
  - Fall Conferences will be the week of October 5 - October 9, 2020.
  - Spring Conferences will be the week of February 8 - February 12, 2021.
• Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  ○ Parents always have the ability to communicate directly with their child's teacher through the use of district email or the classroom phone. It is the expectation that all teachers maintain an updated gradebook with timely feedback on their student's progress. Parents can access the gradebook through their Dysart Unified School District Parent Portal account which is free for all parents/guardians. Some teachers make use of other means to communicate with parents, whether it be through Schoology or apps designed for communication like Class DoJo.

• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  ○ Staff are available to parents and community members on a regular basis. All teachers are expected to communicate on a weekly basis with parents about the upcoming week's academics and other pertinent information. Staff are expected to return phone calls and emails within 24 hours to any parent/guardian requesting to speak with them directly. Staff should make any and all attempts to collaborate with our families in a positive and productive manner focused on positive results.

• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  ○ Parents who wish to volunteer on campus or in the classrooms need to follow the procedures as outlined by the Dysart Unified School District Volunteer policy and procedures. These can be found at www.dysart.org/volunteer. Parents should always contact the classroom teacher directly to observe or volunteer to find a time that is best for the teacher, the parent and the student.

• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Parent Responsibilities
We, as parents, will support our children's learning in the following ways:
• Monitoring my student's attendance, with the goal to have them attend school at least 90% of the school year. (Missing no more than 18 school days)
• Making sure that all academic work is completed.
• Monitoring amount of screen time their children have each night.
• Volunteering in my child's classroom per district guidelines and procedures.
● Participating, as appropriate, in decisions relating to my children's education.
● Promoting positive use of my child's extracurricular time.
● Staying informed about my child's education and communicating with the school by promptly reading or listening to all notices from the school or the school district either received by my child or by mail, email or auto dialer message and responding, as appropriate.
● Serving and participating in schoolwide and community events, 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, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities
We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
● Follow the behavior expectations outlined in the Knight's Code.
● Do my class work every day.
● Ask for help when I need it.
● Be engaged in learning.
● Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

__________________  __________________  __________________
School                  Parent(s)                      Student
__________________  __________________  __________________
Date                        Date                          Date

Sincerely,
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Governing Board: Dawn Densmore, Jay Leonard, Christine A.K. Pritchard, Traci Sawyer-Sinkbeil, Jennifer Tanner