

## WHAT IS A FAMILY-SCHOOL COMPACT?

A Family-School Compact is an agreement that parents, students, and teachers develop together to promote student success. It explains how parents and teachers will work together to make sure all students reach grade level standards.

Compacts are discussed with parents/guardians and students during Family-School Conferences. This is when compacts are shared, and roles are reviewed as they relate to a child's achievement. Feedback, and request for any additional support, are welcome at any time.

Our Compact describes what the school will provide to students and parents, how communication will take place, and how teachers will help students develop necessary skills. It outlines what strategies families can use at home to support their child's learning. These components are linked to our Schoolwide Campus Improvement Plan.



### Jointly Developed

Families and staff of **Townwest Elementary** contributed to the development of this Compact. Feedback from surveys, input at meetings, and evaluation of current parent involvement practices were all considered. Staff suggested activities that will be supported and provided to take place at home, and parents contributed ideas to make these activities possible. Students offered feedback on what would help them be successful in school.

Meetings are held each year to review the Compact, and to make necessary changes. The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Parents are welcome to contribute comments at any time as the Compact will be referenced throughout the year.

### Pre-Kinder/Kindergarten Team

- **Marie Davis– Pre-Kinder**
- **Yolanda Guedea- Bilingual Pre-Kinder**
- **Angela Okafor – Kindergarten**
- **Loretta Bayless – Kindergarten**
- **Maria Marquardt– Bilingual Kindergarten**
- **Exceptional Education Team**

## IN THE CLASSROOM

The Pre-Kinder/Kindergarten Team believes that a high-quality educational program starts with a team effort. It takes all of us working together which includes parents, community, and staff to provide the best education for all our Pre-Kinder/ Kindergarten Students.

### Kindergarten Expected Reading Levels

- F/P Level C by the end of the year

### As a teacher I will:

- Accept no limits on the learning potential of any child.
- Meet the individual learning needs of each child.
- Hold students, parents, and each other to the highest standards of performance.
- Provide open communication to parents & students through daily planners, progress reports, report cards, and parent communication apps.

### I pledge to implement Balanced Literacy in my classroom by:

Daily read aloud (including interactive read aloud)  
Mini-Lesson (Modeled & Shared Reading and Writing)  
Guided Reading/Small group instruction  
Visible workstations  
Independent Reading

### I pledge to implement Math Workshops in my classroom by:

Hands-on Interactive lessons  
Number Talk  
Spiral Review  
Use of Manipulatives

## AT HOME

As a parent I understand that my child's education today is essential for their success in life. As a TWE

Parent/Caregiver I pledge to:

- **Read and discuss the Family-School Compact with my child.**
- Monitor attendance. (On the fifth day without an excuse), the absence will be changed to unexcused.
- Ensure that students arrive to school by 8:05 AM with proper nutrition and rest, as well as ensuring that students are accounted for by their parents, by 3:25 PM each day.
- Ensure that our contact information is current.
- Follow the teachers' suggestions for helping my child at home.
- Establish a time and place for homework and studying.
- Help my child resolve conflicts through positive, non-violent means.
- I will talk to my child about school and encourage my child's success and effort.
- Attend school meetings, evening events, conferences, and Parent Center workshops as often as possible.
- Volunteer, when possible, in school activities.

## STUDENTS

As a student, I understand that my education is very important to my future, it will help me develop the tools I need to become a successful and productive person. I know that my education now will prepare me for the future.

As a TWE Student I pledge to:

- Arrive to school every day on time unless I am ill.
- Follow the rules and the six pillars of character of our school.
- Complete and turn in homework on time each week.
- Show and return notes, weekly folders and other school materials to my parents/caregiver.
- Make an effort to do my best to learn and request assistance from teachers and parents as needed.
- Resolve conflicts through positive, non-violent means.
- Encourage parents to come to school programs and be responsible for giving parents notices sent home.

## DISTRICT PRIORITIES

2025-2026

**District Priority 1:** Increase successful student outcomes through enhanced learning opportunities.

**District Priority 2:** Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**District Priority 3:** Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

### Campus Objectives

**Objective 1:** By May 2026, the percent of 5<sup>th</sup> graders performing at approaches on the 2026 Science STAAR will at minimum be at 70% as evidenced by STAAR.

**Objective 2:** By May 2026, the percent of 5<sup>th</sup> graders performing at meets on the 2026 Science STAAR will increase by 25% (from 26% to 51%) as evidenced by STAAR.

**Objective 3:** By May 2026, TWE will improve instructional effectiveness in literacy as demonstrated by at least a 15% increase of students in K-5 in the 61<sup>st</sup> percentile or higher on end-of-year NWEA Map Growth Reading.

**Objective 4:** By May 2026, TWE will improve instructional effectiveness in math as demonstrated by at least a 22% increase of students in K-5 in the 61<sup>st</sup> percentile or higher on end-of-year NWEA MAP Growth Math.

### Positive Behavior Intervention System

Townwest Elementary will develop a high morale among students by providing a safe learning environment focusing on praising positive behavior by using our PBIS (Positive Behavior Intervention System) which includes students using TWE P.R.I.D.E. (Purpose, Respect, Integrity, Dependable, Effort)

### Townwest Elementary Instructional Focus

**Reading and Writing Instruction at TWE focuses on the Gradual Release Model:**

Gradual Release Model:

I Do	We Do	You Do
Read Aloud Mini-lesson	Interactive Read Aloud Guided Practice Guided Reading	Independent Practice Independent Reading

The ELA/SLA Instructional block follows the Balanced Literacy Framework which includes:

- The Reading Workshop: Modeled Reading, Shared Reading, Guided Reading, and Independent Reading.
- The Writing Workshop: Modeled Writing, Shared Writing, Guided and Independent Writing.

This model engages our students in taking ownership of their learning in reading & writing. We utilize Fountas and Pinnell and Steps to Literacy resources.

**Math Instruction at TWE is focused on:**

#### 1. The Concrete, Pictorial, to Abstract Model



## How Student Progress is Evaluated

Student Progress is evaluated directly based on scholastic achievement. Pre-Kindergarten through 2<sup>nd</sup> grade students are assessed using District benchmark assessments at midterm and the end of the year.

State mandated assessments including the State of Texas Assessments of Academic Readiness (STAAR) and End of Course Assessment (EOC) are used to measure student achievement in grades 3-12. The results are shared with parents through teacher conferences, letters, or phone calls. Please contact your child's teacher if you would like to schedule a conference to discuss your child's progress in reading, math, or science.

## Staff – Parent COMMUNICATION

Townwest Elementary recognizes the importance of frequent, consistent, and specific communication with parents.

TWE will communicate with parents on a regular basis. Important information will be provided in the students' handbook, the Family-School Compact and on the school website. Frequent notices about student performance will be sent home with children, or provided by phone calls, e-mails, conferences, in-home visits, parent communication apps, grade level newsletters and call outs. All communication will be provided in a language and format that parents can understand. Parents are encouraged to contact the school or the child's teacher when questions or problems arise.

## Pre-Kinder / Kindergarten

### Family-School Compact 2025-2026



### Fort Bend ISD Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

### TWE Mission Statement

Our mission is to ensure **Each** student receives a rigorous high-quality education in a safe and respectful environment that celebrates diversity and fosters lifelong learning.



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**Elainea Bennett – Principal**  
**Stephanie Johnson -Asst. Principal**