School-Parent Compact Innovative Elementary School Sample

The following elementary school sample is adapted from the Connecticut Department of Education's initiative entitled: "*Dust Off Your Old School Parent Compact: Ten Steps to Success for Developing Title I Family School Compacts*." The sample illustrates how a school-parent compact is developed for each individual grade. By developing grade-level compacts, schools can zero in on particular "bang for your buck" strategies that parents can work with their children on throughout the school year. While the sample depicts a 4th grade school-parent compact, please note that grade-level compacts can be utilized for any grades K-8.

To access more information about the Connecticut Department of Education's ten-step process for school-parent compacts including videos, PowerPoints, handouts and tools please visit http://schoolparentcompact.org

Note: While the Connecticut Department of Education does not require parent, teacher, and school representative signatures on their school-parent compacts, the Georgia Department of Education does as part of its cross-functional monitoring process. Therefore, it is suggested to use the language below on a cover sheet attached to the school-parent compact brochure to collect the necessary signatures and verify all parties have read and agreed to the school-parent compact. Allow the parent to keep the school-parent compact brochure as a reminder of their commitment. Also, make sure a school-parent compact revision date (M/D/Y) is included on the brochure as well.

Cover Sheet:

School-Parent Compact
[Insert School Name]
[School Year XXXX - XXXX]

Dear Parent/Guardian,

[*Insert School Name*], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached school-parent compact.

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

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Guide to Quality: Title I, Part A School-Parent Compact

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided by the Georgia Department of Education. As a component of the school parental involvement policy, each school receiving Title I funds must develop with parents of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the school, parents, and students to improve student academic achievement.

	Does the school-parent compact*:	Section of Title I law:	To make the compact most effective:
The School's Role	1 A Clearly explain district and school academic goals? (It is recommended to identify one or two school goals of highest academic need and a fundamental academic focus area).	1118(d)	• Link actions in the compact to goals in the school improvement plan. • Use achievement data to set specific goals • Talk with teachers to specify the most fundamental academic focus areas.
	1 B Describe ways that the school will provide parents with strategies/activities to assist their child with the high quality curriculum and instruction.	1118(d); 1118(d)(1)	• Describe how teachers will help parents understand what children are learning and doing in class • Specify how teachers will support parent participation in learning activities
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2 Describe specific ways parents will be responsible for supporting their children's learning.	1118(d); 1118(d)(1)	• Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high impact actions for each grade level, designed by grade-level tames with parents, after asking students for input.
The Student's Role	3 Describe specific ways students will be responsible for their learning.	1118(d)	• Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high impact actions for each grade level, designed by grade-level teams with parents.
Develop Partnerships	4 Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.	1118(d); 1118(d)(2)(C)	• Provide both parents and teachers opportunities to develop skills for working together. • Offer activities based on identified parent needs. • Offer meetings at different days and times.
Jointly Developed	5 Describe how parents are involved in developing and revising the compact.	1118(d); 1118(f)	• Provide resources to cover costs for parents to take part, such as child care and transportation. • Give specifics about how parents are involved. • Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and get regular tips on home learning.	1118(d)(1); 1118(d)(2)(A and B)	• Include parent-teacher conferences at least once a year, at which the compact will be discussed. • Include follow-up steps to support parents and students. • Consult with parents on communication strategies that work best for them. • Make communication do-able and user-friendly.
	7 Ensure that the language and format of the compact are family friendly.	1118(f)	• Work with parents to identify and eliminate jargon and negative language. • Engage parents/staff with design skills to create an attractive final product. • Translate the compact and other communications into families' first languages.

*Numbers correspond to sample school-parent compact templates (Adopted from the Connecticut State Department of Education)

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective Compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

5*

The parents, students and staff of Nutmeg Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, participate and/or observe in the classroom, please contact: Patti Muñoz at pmunoz@nutmeg.org or 860-555-1212. Ext. 12 or go to our school website on the **Parent Button.**

Building Partnerships

4*

3rd Thursdays
Family Fun Learning Adventures!

Join Us for Our "Go for the Gold" Night Third Thursday of September (5:30PM - 7:00PM)

- Help your child become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 students learning goals and ways to achieve them.
- Enjoy GAME TIME with your child exploring free home learning kits designed to support your child's "Olympic-Sized" learning goal. Gold medals and snacks provided!

Join us for a "Literacy Safari" 3rd Thursday in October.
Safari gear and refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES
3rd Thursday in January, March & May
Detailed information will be sent home.

Communication about Student Learning

6*

Nutmeg Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school website and current grades in PowerSchool
- Class meetings on understanding student progress
- Parent-teacher conferences in November and March

Do you have questions about your child's progress?

Contact your child's teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school website at www.nutmegschool.org.

School-Parent Compact for Achievement 2012-2013

4th Grade Focus for Student Success

7

Nutmeg Elementary School

Mary Ellen Pleasant, Principal

www.nutmegschool.org 860-555-1212

Our Goals for Student Achievement

District Goals

1A

The Board of Education sets goals for the entire district.
The district goals for 2014–2015 are:

Reading – all students will show a 15% increase in reading proficiency on the Connecticut Mastery Test.

Math – all students will show a 15% increase in mathematics proficiency on the Connecticut Mastery Test.

Nutmeg School District

Nutmeg administrators and teachers have studied our student performance data to decide on the most important areas of improvement for our school.

Reading – To increase reading proficiency by 15% over three years, our school will concentrate on the following areas:

- Vocabulary development in grades K-4 and
- Making text connections in grades 5-6

Math – To increase math proficiency by 15% over three years our school will concentrate on the following area:

- Place value and estimation in grades K-6

When teachers, students and families work together, we CAN achieve our goals!

Teachers, Parents, Students - Together for Success

In the 4th Grade Classroom

1B

The 4th grade classroom will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

- Provide parents with a home learning kit full of fun materials dealing with estimation and place value
- Offer free Family Fun nights per year in our Parent Academy, concentrating on estimation and problem solving strategies
- Our monthly newsletter will feature games that families can play to review the vocabulary words we have introduced in our classroom
- Our class web page has links to family friendly web sites for building vocabulary and math skills

At Home

2

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to this list.

- Have fun with math. Use materials in the math kit to explore math at home.
- Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.
- Play word games with the new vocabulary words and find ways to use these words in family conversations.
- Look for the class newsletter each moth and check out the school Web site.

Nutmeg Students

3

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- Talk with my family about new vocabulary words and what I am learning in math.
- Bring home our class newsletter and notices about Family Fun nights.
- Keep a log of games I play at home to practice new vocabulary words and math.
- Try to make up my own learning game and share it with the class.

Family Fun Nights are a great place to learn new words, practice math - and win prizes!
(see back of brochure for more information)