School-Parent Compact
 Teacher Feedback Form

Each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide ***with teachers*** to develop a school-parent compact that aligns to its school improvement goals, and outlines the shared responsibility of the teacher/school, parents, and students to increase student academic achievement.

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# Three Components of an Effective School-Parent Compact

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|  | Linked-to-Learning | Closed Book | Jointly-Developed | Pencil | Family-Friendly |  |  |

**School-Parent Compact S.M.A.R.T. Goals:**  <enter text here>

|  |  |
| --- | --- |
|  | Teachers, please complete the following chart individually or in grade-level/subject area teams. |

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| --- | --- |
|  | **Focus Areas for Compact**: Use grade level/subject area data to identify students’ greatest academic challenges. Next, determine in what skills/focus areas they need to make the most improvement. Then prioritize and select ***one or two focus areas for each goal****.*It is recommended that skills/focus areas be aligned with grade level standards. *Refer to the* [*School-Parent Compact Focus Area Suggestions document*](https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx) *for examples.** <enter text here>
* <enter text here>
 |
|  | **Shared Responsibilities for Compact:** Draft two or three corresponding activities and/or strategies teachers can share with parents to use at home with their child. ***Link strategies to focus areas***.* <enter text here>
* <enter text here>
* <enter text here>
 |
|  | **Discuss Ideas for Compact:** Determine what information/materials parents might need to complete the identified activities or strategies with their child effectively. * <enter text here>
* <enter text here>
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| --- | --- | --- |
|  | Completed by: | Grade Level: Date: |
| *Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!* |