

School-Parent Compact Innovative Template

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-level parent and family engagement policy, 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 the samples, in meaningful consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the teacher/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 Teacher's/School's Role	1A Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.	1116(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan. Use academic achievement data to set specific goals Have teachers identify the most fundamental academic focus area(s) that will impact the identified goals.
	1B Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class Specify what evidence-based strategies/activities the teachers/school will provide to families to support at home learning
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2 Describe specific tasks parents will be responsible for to support their children's learning that are aligned to the school goals.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> Connect home learning activities and strategies 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.	<ul style="list-style-type: none"> Include high impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Student's	3 Describe specific ways students will be responsible for/contribute to their own learning that are aligned to the school goals.	1116(d)	<ul style="list-style-type: none"> Connect activities/strategies 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.	<ul style="list-style-type: none"> Include high impact actions for each grade level, designed by grade-level teams with parents.
Develop Partnerships	4 Describe school activities that build partnerships with parents, including opportunities for parents to volunteer and participate in their child's class, observe classroom activities, and communicate with teachers.	1116(d); 1116(d)(2)(C)	<ul style="list-style-type: none"> 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 and family members are involved in developing and revising the compact.	1116(d); 1116(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents to take part, such as child care and transportation. Give specifics about how parents and family members 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 can get regular tips on home learning.	1116(d)(1); 1116(d)(2) (A), (B), and (D)	<ul style="list-style-type: none"> 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.
	7 Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language and format that are family-friendly.	1116(f)	<ul style="list-style-type: none"> Work with parents to identify and eliminate jargon and negative language. Engage parents/staff in the design process to create an attractive final product. Communicate in the parent's preferred language.

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

***What is a
School-Parent Compact?***

5

Jointly Developed

***Activities to Build
Partnerships***

4

6

***Communication about
Student Learning***

Cover

2019-2020

Revised XX/XX/XXXX

7

1A

Our Goals for Student Achievement

District academic goal(s)

*School academic goal(s)
and
focus areas(s)*

Teachers, Parents, and Students—Together for Success

Teacher/School Responsibilities:

1B

(List/Describe specific activities/strategies, aligned to the identified school academic goals, provided to parents to build the parent's capacity to support their student's learning at home.)

Family Responsibilities

2

(List/Describe specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals.)

3

Student Responsibilities

(List/Describe specific academic strategies, aligned to the identified school academic goals, the student will complete to be responsible for their own learning.)

Signature Sheet Template

SIGNATURE SHEET TEMPLATE

Schools and parents may use the sample template in this section as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items, they will have incorporated all of the information required by Section 1116(d) to be in the School-Parent Compact. Please remember; however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are also encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

The following sample compact for an elementary school was developed by the Connecticut Department of Education as part of their initiative entitled: “*Dust Off Your Old School Parent Compact: Ten Steps to Success for Developing Title I Family School Compacts.*” To access more information about their ten step process including videos, PowerPoints, handouts, and tools, please visit <http://ctschoollparentcompact.org>.

Please 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 on the sample signature sheet 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 revision date (MM/DD/YYYY) is included on the School-Parent Compact brochure as well.

SIGNATURE SHEET**School-Parent Compact***[Insert School Name]**[School Year XXXX - XXXX]**[Revision Date MM/DD/YYYY]*

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 the school and parents will build and develop a partnership that will help children achieve the challenging State academic 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!

Teachers/School Representative Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

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 specific 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

5 Jointly Developed

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**.

4 Building Partnerships

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.

6 Communication about Student Learning

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.

2019-2020
School-Parent Compact
for Achievement

4th Grade Focus for
Student Success

Revised 7/1/2019



Nutmeg Elementary School

Mary Ellen Pleasant, Principal

www.nutmegschool.org 860-555-1212



Our Goals for Student Achievement

District Goals

The Board of Education sets goals for the entire district.

The district goals for 2019-2020 are:

The percentage of students scoring at Developing Learner or above on the Georgia Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.

The percentage of students scoring at Developing Learner or above on the GMAS Mathematics End of Grade Assessment will increase by five percentage points.

School Goals

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the GMAS End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Content Vocabulary Development

Nutmeg Elementary School will increase the percentage of students scoring at Developing Learner or above by five percentage points as measured by the GMAS Mathematics End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Solve multistep word problems with whole numbers



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

Teachers, Parents, Students - Together for Success

1A



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 word problems
- » Offer free Family Fun nights per year in our Parent Academy, concentrating on 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 webpage has links to family friendly websites for building vocabulary and math skills

1B

At Home

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.
- » Look for the class newsletter each month and play word games with the new vocabulary words and find ways to use these words in family conversations.
- » Check out the school class webpage and visit the links for building vocabulary and math skills.

Nutmeg Students

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:

- » Work with my family using the materials in the math kit to practice word problems.
- » Remind my parents about Family Fun nights that will help me with problem solving strategies.
- » Bring home our class newsletter and play the games with my family.
- » Play the games/activities from the websites posted on our class webpage.

3



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

What is a School - Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress

Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed

parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the schools' academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 123-456-0789 or visit our website, www.schoolwebsite.org, for more information on the school-parent compact.



4

Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs -

- Parental Classroom Observation Days—2nd Friday each month
- Parent-teacher mentor program
- Family Engagement Day—November 16, 2019
- Parent Tutor and Volunteer Program

6

Communication About Student Learning

Award County Middle School offers ongoing events and programs to provide parents and students with access to our staff —

- Fall and Spring Open House
- Parent-teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher Web sites/blogs
- Parent Resource Center—(M-F 9:00 am—6:00pm)
- Grade Level Curriculum Night/Potluck Dinners

7

Award County Middle School

2019–2020

SCHOOL-PARENT COMPACT

Revised July 1, 2019

123-456-0987

www.schoolwebsite.org

E-mail: school@emailaddress.org



Academic Achievement Goals

1A

District Goals

The Award County School District will increase the percentage of the students scoring at the Developing Learner level or above in mathematics on the Georgia Milestones End of Grade (EOG) Assessment.

School Goals

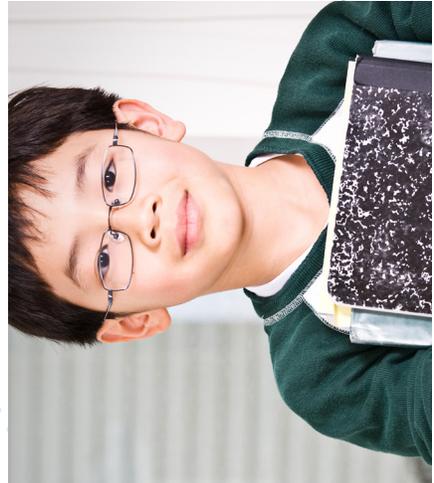
Award County Middle School will increase the percentage of students scoring at the Developing Learner level or above in math by five percentage points as measured by the spring 2019 Georgia Milestones End of Grade (EOG) Assessment.

Area of Emphasis

6th Grade Focus: Use concepts of ratio and rate to solve problems

7th Grade Focus: Use proportional relationships to solve multistep ratio problems

8th Grade Focus: Compare two different proportional relationships represented in different ways



1B

As a school, we will...

- Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give parents a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents and ensure the packet is completed every six weeks.

As parents, we will...

2

- Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packet to work with my student on solving real-world problems
- Visit the school web site and other recommended web sites with my student to learn new math and science facts and problems with my student.

As students, we will...

3

- Complete the homework assignments with my parent and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the Web sites my teachers share with me to complete science and math practice tests and activities.

MY GOALS

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:

What is a School-Parent Compact?

It is a written commitment describing how all members of a school community—parents, teachers, principals, and students—agree to share responsibility for student learning. This compact helps bridge the learning connection between school and home.



Did You Know?

- Parents, students, teachers and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school data to review our progress and assess our goals.
- This compact is uniquely developed to meet the needs and goals of our school and students.

Parent Outreach Opportunities

4

There are many opportunities for parents to be involved and learn about Challenge County High School whether through our volunteer program, frequent visitor initiative, or open door classroom policy. Please contact our school to learn about these great opportunities and more.

- Parent Mentor Program
- Family Engagement Day
- Parent Volunteer Program
- P.A.T. (Parents As Tutors)
- Open House
- Parent Teacher Conferences
- Daily School Tours

Please call (555) 555-555 ext. 100 to schedule an appointment with your student's teachers or visit our Web site, www.website.org, and click on the Parent Information link to learn more information.

School and Home Communication

6

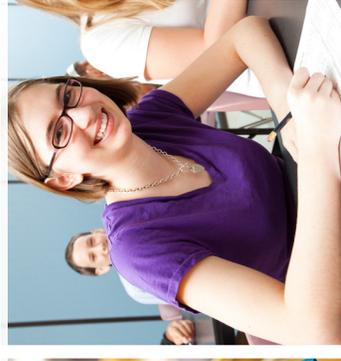
Challenge County High School is committed to providing regular two-way communication with families about student learning through the following methods.

- Parent Portal
- School website
- Six week progress reports
- Monthly newsletter
- Telephone messages
- Parent-teacher conferences
- Text message system



CHALLENGE COUNTY HIGH SCHOOL

7



2019-2020

SCHOOL-PARENT COMPACT

Challenge County High School
555 School Street
(555) 555-555
www.website.org

Revised July 1, 2019

District Goals

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones Ninth Grade Literature End of Course (EOC) Assessment

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones American Literature End of Course (EOC) Assessment

1A

School Goals

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the Ninth Grade Literature Georgia Milestones EOC Assessment for the 2019-2020 school year.

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the American Literature Georgia Milestones EOC Assessment for the 2019-2020 school year.

Focus Area

To help students be strong writers across all content areas, we will focus on the following areas to improve student writing skills—

- Write analytic arguments with valid reasoning and claims.
- Produce clear and coherent writing in which the development, organization and style are appropriate.

Increasing Literary Skills

- 1B **As a school** - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.
- 2 **As a parent** - I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss the samples of my student's persuasive writing.
- 3 **As a student** - I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as ongoing samples of my writing completed during monthly school-wide writing days.

Improving Vocabulary

- 1B **As a school** - We will distribute a list of literary terms for parents and students to master at home in addition to teacher recommended educational Web sites for extra practice in developing vocabulary, and provide parents with a progress log to monitor students' practice on the vocabulary Web sites.
- 2 **As a parent** - I will ensure that my student masters the list of literary terms by the end of the first nine weeks, and ensure my child spends 45 minutes every week practicing on the recommended vocabulary Web sites by reviewing the student usage record and signing off on the weekly progress log provided by the school.
- 3 **As a student** - I will work with my parent to master the list of literary terms by the end of the first nine weeks, and complete 45 minutes each week of vocabulary practice on the recommended Web sites and include my signed progress log in my literary portfolio for conferences.

Building Better Writers

- 1B **As a school** - We will provide students and parents with a "Writer's Checklist" to assist students and parents with the essential elements of standard written and spoken English.
- 2 **As a parent** - I will review samples of my student's writing three times a month and use the "Writer's Checklist" while discussing teacher feedback with my student.
- 3 **As a student** - I will routinely refer to my "Writer's Checklist" to guide my writing and learn ways to strengthen my writing style and structure.