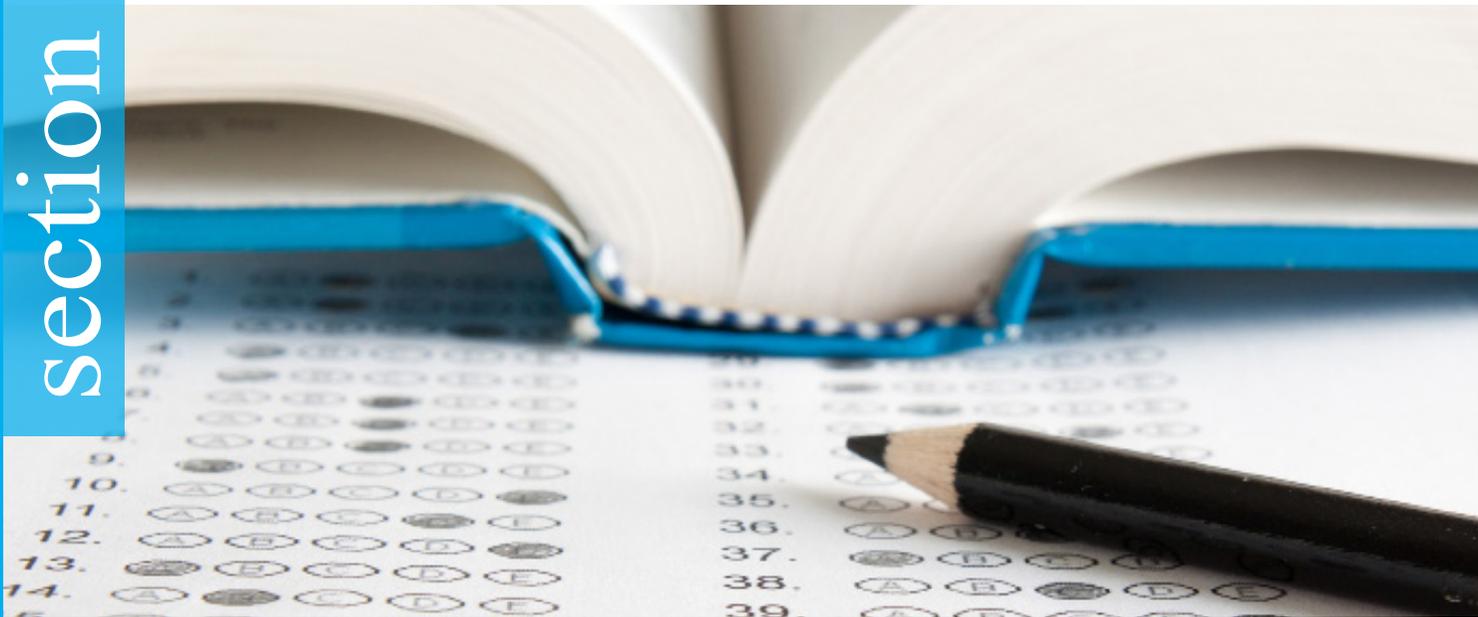


Compacts



This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent Compact compliance monitoring requirements. Included in this section are templates, checklists, and sample compacts.



SCHOOL-PARENT COMPACTS

Each school that receives Title I funds must jointly develop and revise with parents a school-parent compact as part of the school-level parent and family engagement policy. The school-parent compact is an agreement that outlines how parents, the entire school staff, and 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 to help children achieve the state's high standards.

To provide beneficial guidance and assistance for schools in the development of their school-parent compacts, the Georgia Department of Education offers several different examples of school-parent compacts as well as various useful tools. The Traditional Template outlines the essential components that schools are required to include in the compact. Additionally, schools can use the different Innovative Templates designed for each school-level that also outline the required components, but highlight specific academic strategies for schools, parents, and students in a family-friendly format. To best meet their academic goals, schools may choose to develop a compact for the entire school, specific grade levels, or different subject areas.

Schools are encouraged to use these samples in conjunction with the School-Parent Compact Guide to Quality to ensure that their school-parent compacts are effectively designed to meet Title I parent and family engagement requirements and support student academic achievement. It is recommended that each Title I school utilize these resources to develop their school-parent compact with staff, parents, and students so it is aligned with the individual goals and needs of the school.

School-Parent Compact Checklist

School-Parent Compact Process

School-Parent Compact Focus Area Suggestions

School-Parent Compact Parent Input Meeting Template

School-Parent Compact Teacher Feedback Form

School-Parent Compact Student Feedback Form for

Elementary Schools

School-Parent Compact Student Feedback Form for

Middle and High School

School-Parent Compact Traditional Template

School-Parent Compact Innovative Template:

Elementary School Sample

Middle School Sample

High School Sample

School-Parent Compact Checklist

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: _____

CONTENT: *Jointly Developed*

What are the Federal and State Requirements?

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Section 1116(d)

Does the Compact Include the Following Required Components?

Jointly Developed

- A description in family-friendly language how parents are involved in developing and revising the compact

A sample description:

The parents, students, and staff partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

CONTENT: Academic Goals

What are the State Requirements?

- Identify and describe the district and school academic achievement S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals for the school year.

Does the Compact Include the Following Required Components?

District Goals

- Identified district goals with a description of the impact on student performance
- Same district goals for each Title I school-parent compact throughout the district

A sample district goal:

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.

School Goals

- Goals are S.M.A.R.T.
 - Specific: *What exactly will you accomplish?*
 - Measurable: *How will you know when you have reached this goal?*
 - Attainable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal?*
 - Relevant: *Why is this goal significant to learning?*
 - Time-bound: *When will you achieve this goal?*
- Goals written in family-friendly language
- School academic goals focusing on one or two areas of highest academic need
- Included targeted foundational grade-level skills to support the academic school goals
- Goals are aligned to areas of academic need identified in the School Improvement/Title I Schoolwide Program/Title I Targeted Assistance Plan

A sample school goal with an academic focus area:

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

In 3rd grade our school will focus on the following area:

- Content Vocabulary Development

CONTENT: Responsibilities

What are the Federal and State Requirements?

- Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards. *Section 1116(d)(1)*
- Describe the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. *Section 1116(d)(1)*

Does the Compact Include the Following Required Components?

The School/Teacher’s Responsibilities

The school/teacher will provide, at least two to three, specific activities/strategies per academic S.M.A.R.T. goal to families, for at home learning, to promote student growth on identified school/grade level academic achievement goals. The strategies should:

- Build the family’s capacity to support student learning at home
- Be linked to school/grade level academic achievement goals
- Be aligned to the family’s and student’s responsibilities
- Address academic achievement goals rather than behavioral activities
- Not include what a teacher regularly provides to students in the classroom, but are focused on how the family can partner with the teacher to support the student in achieving specific academic goals

An example of the school responsibilities could include:

The student’s teacher(s) will provide a monthly newsletter that features games, web resources, and other activities, focusing on vocabulary words introduced in class, that families can play to improve the student’s word recognition and reading comprehension skills as measured by student Lexile scores.

Exemplar: The teacher will meet with the parent/family and student, at the beginning of the school year, to identify and target an individual focus area to be addressed by the school-parent compact based on the student’s performance on grade level universal screenings. The teacher will provide specific strategies to the family and student designed to target this focus area that can be practiced at home. The teacher/family/student will establish reasonable expected growth targets and a means by which to measure growth (S.M.A.R.T. goals).

The Parent's Responsibilities

The parent/family will utilize strategies provided by the school to support student learning. Teachers and families will partner to set reasonable expectations for student academic growth. Parent/Family responsibilities should include:

- Specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and student's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of parent/family responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

Exemplar: Parents/families will ensure regular practice of vocabulary activities/strategies designed to address their child's specific learning target(s) and, with the assistance of the teacher, will monitor student growth.

The Student's Responsibilities

Students will share responsibility for their learning targets jointly established with their teachers and families.

- Specific academic strategies the student will complete to be responsible for their own learning
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and parent's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

Exemplar: The student will use self-monitoring strategies, with the support of the family and assistance from the teacher, to assess his/her progress on achieving academic achievement goals/learning targets related to content vocabulary development.

CONTENT: *Communication*

What are the Federal and State Requirements?

Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- B. Frequent reports to parents on their children's progress.
- C. Reasonable access to staff, opportunities to volunteer and participate in their child's class, observation of classroom activities.
- D. Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Section 1116(d)(2)(A)-(D)

Does the Compact Include the Following Required Components?

Communication

- A description of several methods for regular, teacher-family communication the school will use to keep families up-to-date on their student's progress and get regular tips on home learning (to include at least one annual parent-teacher conference at the elementary school level during which the school-parent compact is discussed)
- Contact information of the school representative the family should contact regarding questions about their child's education

Communication between teacher-family could include two or more of the following and to the extent practicable, be in a language that family members can understand:

- Class newsletters to parents
- Parent Portal
- Teacher websites or other web-based communication tool
- Parent-Teacher conferences
- Weekly folders
- Emails to parents on student's progress
- Text messaging
- Phone calls
- School website
- Social media sites
- Other

CONTENT: Partnerships

What are the Federal and State Requirements?

- Describe the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. *Section 1116(d)*
- Provide reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. *Section 1116(d)(2)(C)*

Does the Compact Include the Following Required Components?

Partnerships

- A description of the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning

Partnership examples could include two or more of the following:

- Parent-Teacher Conferences
- Family Workshops
- Curriculum Nights
- Parent Resource Center
- Volunteering/Observing
- Open House
- Online/virtual activities (e.g., webinars, online chats)
- Multi-media activities (e.g., podcasts, teacher-created videos)

CONTENT: Revision Date and School Year

What are the State Requirements?

Current school year as well as revision date (month/day/year) must be listed on the school-parent compact.

Does the Compact Include the Following Required Components?

Revision Date and School Year

- A revision date (month/day/year) prior to November 1
- Does not include multiple revision dates
- A revision date that is after parents provided input, but before November 1
- The school year (20XX-20XX)

CONTENT: Signatures and Dates

What are the State Requirements?

- School-Parent Compacts must be signed and dated by each parent, student, and teacher or school representative by November 1.

Does the Compact Include the Following Required Components?

Signatures and Dates

- Signed and dated by the child's teacher or school representative (Recommended for the homeroom teacher to be the school representative)
- Signed and dated by parent
- Signed and dated by student

Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1 may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.

***Note:** After final revision, ensure that the School-Parent Compact is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Under Monitoring Indicator 8.3. Distribution and Accessibility, the Georgia Department of Education monitoring team will review whether the School-Parent Compact is in an understandable and uniform format and provided in a language the parents can understand.*

This checklist was reviewed by the following school and district representatives:

School Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

District Representative's Name: _____

Title/Role: _____

Signature: _____ Date: _____

School-Parent Compact Process

Link to Learning An Effective School-Parent Compact

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards. Below is a suggested process schools may follow to ensure an effective school-parent compact is linked to learning.

💡 Narrow it Down

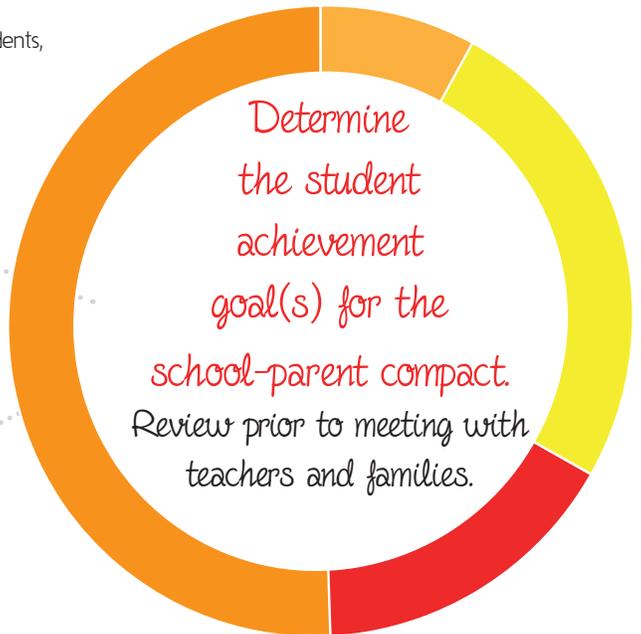
Decide which one or two already identified school improvement goals students, parents, and teachers can work on improving together.

💡 Be Family-Friendly

Revise the wording of your selected school improvement goal(s) so that they are family-friendly, and clearly explain what should be accomplished throughout the school year. (Translated into a language parents can understand)

💡 Plan

Know how you will explain why the goal(s) are the area of highest need to families.



💡 Utilize Data

Use grade level/content area data to identify students' greatest challenges and determine what skills/focus area they need to strengthen the most.

💡 Prioritize

What are the most fundamental learning skills? Pick no more than two academic focus areas for the compact. Utilize the Department's list of focus areas to help in selecting foundational grade-level skills.

💡 Develop Ideas

Draft two to three activities/strategies you can share with parents to use at home with their child that are linked to the identified focus areas.

💡 Discuss

Draft two to three corresponding activities/strategies teachers can also use to help parents with the activities/strategies they identified. Determine what information parents might need to complete the activities with their child effectively.

School-parent compacts should be clearly linked to particular school improvement goal(s) and focus on one or two grade-level/subject-level skills.

School-parent compacts are most effective when developed for each grade (elementary and middle school) or subject level (high school), however, schoolwide compacts are acceptable as well.

Meet with Parents

Welcome families and arrange them in small groups. If developing a grade or subject-level compact, divide them accordingly or hold meetings in individual classrooms. Please note, if holding a schoolwide meeting, not all teachers need to be present. However, it would be helpful to have teachers who are content experts in the goal and focus area selected present.

💡 Icebreaker

Design a brief get-to-know you activity that is simple and fun. Provide opportunities for parents to get out of their chairs and speak to one another.

💡 Share

Be sure to share the student achievement data that focuses back on the areas that will be the emphasis of the compact. Include in your comments how and why the goal(s) were selected. Then, explain learning skills, along with how they are measured, that will be addressed as the focus area(s) on the compact.

💡 Give Examples

Describe the draft activities/strategies that the teachers developed in the previous meeting, tied to the focus area, that parents will use at home with their child. Model the most important activities with the families.

💡 Role Play

Have parents pair up together, with one parent playing the role of the child and the other one using the activity just shared. Then, have the parents switch roles.

💡 Get Feedback

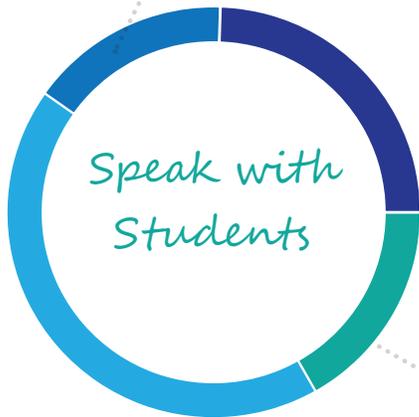
Ask parents what other activities/strategies would be helpful for the school to provide to them to help their child throughout the year. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

💡 Brainstorm

Ask parents what they could do with their child if given the support they need from the school. Make sure the activities/strategies are tied together. Have parents set realistic goals for them and their child. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

Developing and revising the school-parent compact each year is an opportunity to hold conversations with families about important student learning goals and define a plan of action that will help teachers and families form a partnership to improve student achievement.

Conversations can take place during regularly scheduled activities the school is already doing or during a special time focused on student learning goals.



💡 Classroom Discussions

Hold short discussions with students to get their input on the compact. You do not have to speak with every student in the school and the older the students the easier it will be to have these conversations. For older students, you may even consider developing a short form asking students for input.

💡 Inform

Provide students the school goal(s) and focus area(s) the compact will address in student-friendly terms.

💡 Ask Questions

Framed in the context of the learning goals, ask questions such as: "What can you do this year to make sure you learn what you need to know?" "Where do you need help to do better?" "How can your teacher help you?" "How can your family help you?" "What do you need to practice more?"

💡 Be Specific

It is best to ask questions directly related to the focus area. For example, if your focus area is vocabulary development you may ask students: "What will you do to learn words you don't know?" "How will you work on improving your essay writing skills?"

💡 Utilize Feedback

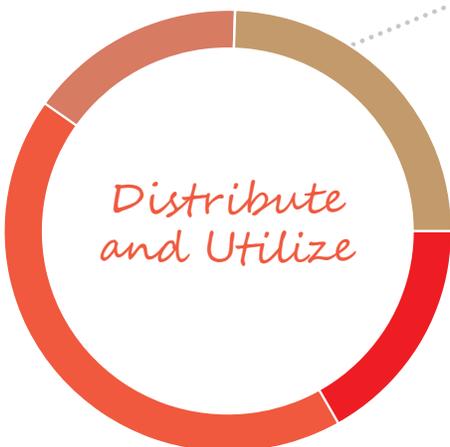
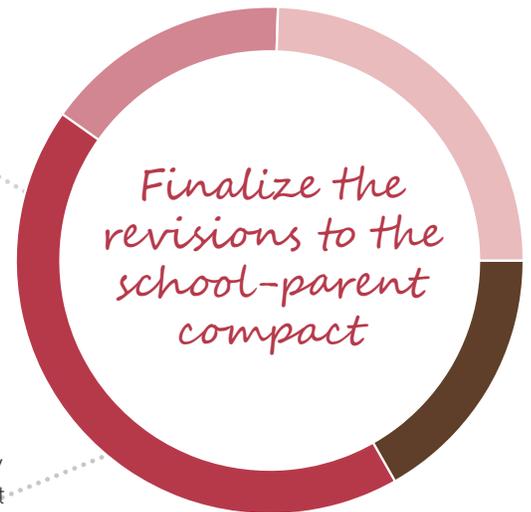
Use compact feedback from the teacher, parent, and student conversations to finalize the revisions to the compact.

💡 Review

Ensure that language is family-friendly and all compact requirements are addressed.

💡 Pay Close Attention

Be sure to pay attention to the parent, teacher, and student sections of the compact to make sure that the activities selected complement each other and are directly tied to the school goals and focus areas. Keep your activities/strategies limited to two or three that will make the greatest academic impact with parents, students, and teachers working together.



💡 Share

Prior to November 1st each year, share the completed compact with all families of Title I students and obtain signatures from each partner: the parent, the student, and the school. Continue to share the compact and its content throughout the year

💡 Explain

Clarify what the compact is and how it was developed in partnership between the school, families, and students. Explain the purpose of the compact and why it is essential in order to improve student achievement.

💡 Track

Hold additional conversations with families to continue to track the success of the activities listed. Utilize the compact as a learning tool.

School-Parent Compact

Focus Area Suggestions

English Language Arts Foundational Grade-Level Skills

<p>Kindergarten</p> <ul style="list-style-type: none"> • Ask/answer questions about text • Retell stories, identify characters/setting • Understand features of print • Phonological awareness - rhyme, syllables, blending • Phonics – letter names and sounds • Present ideas orally expressing ideas understandably • Recognize high frequency sight words • Express opinions or preference about a topic or book in writing and drawing 	<p>1st Grade</p> <ul style="list-style-type: none"> • Describe characters/settings/events • Distinguish between fiction/non-fiction • Compare/contrast stories • Recognize features of a sentence • Phonics - blend, isolate vowels, decode • Write opinion piece with reasons • Write explanatory piece with facts • Write narrative with sequence • Recognize a minimum of 225 sight words • Read for fluency 	<p>2nd Grade</p> <ul style="list-style-type: none"> • Answer who/what/where/when/why • Recount fables/folktales • Recognize lesson/moral • Recognize rhythm and alliteration • Understand plot structure, points of view and cause/effect • Compare multiple versions of a story • Distinguish long/short vowels, common prefixes and suffixes, irregular spellings • Write complete sentences • Read for fluency and comprehension
<p>3rd Grade</p> <ul style="list-style-type: none"> • Cite text evidence for assertions • Recount fables/folktales/morals/lessons • Recognize non-literal language • Recognize text parts: scene/stanza/etc. • See historical/scientific relationships • Identify prefixes/common Latin suffixes • Use illustrations/graphs/dialogue • Use organization structure/transitions • Read for fluency and comprehension • Write opinions and explanations 	<p>4th Grade</p> <ul style="list-style-type: none"> • Cite evidence for inferences from text • Determine theme/main idea • Understand plot structure/characterization/structures of poetry/drama • Understand narrative voice (1st, 3rd) • Use letter-sound correspondences, syllabication patterns and morphology • Read with purpose and expression • Write with strong evidence, purposeful organization, transitions, headings, examples and quotations 	<p>5th Grade</p> <ul style="list-style-type: none"> • Quote accurately • Identify how characters/speakers reflect and respond in texts • Compare multiple texts (folktale/myth) • Understand simile and metaphor • Compare themes across genres • Use narrative techniques such as dialogue, pacing, foreshadowing • Develop and strengthen writing in all types of text • Summarize and paraphrase effectively • Use root words, prefixes and suffixes to figure out the meaning of unknown words
<p>6th Grade</p> <ul style="list-style-type: none"> • Determine how theme is conveyed • Explore nuance of plot/characterization • Understand figurative/connotative language • Compare and contrast text, film, audio • Compare and contrast genres • Understand and avoid plagiarism • Work in groups with deadlines and goals • Evaluate a speaker’s evidence for claims • Use/cite credible sources in formal style • Establish relationships among ideas • Use specific organizational features in different types of text, including: tables of content, headings, captions, glossary, footnotes, etc. 	<p>7th Grade</p> <ul style="list-style-type: none"> • Cite multiple pieces of text evidence • Provide objective summary • Analyze connotative meanings/tone • Examine lighting/sound/camera angle • Compare historical fiction to history • Acknowledge alternate/opposing claims • Preview points after stating topic • Use parallel plots, dialogue and flashback in narrative • Address audience and purpose • Read for comprehension and vocabulary 	<p>8th Grade</p> <ul style="list-style-type: none"> • Analyze with strongest and most appropriate evidence • Determine author’s biases and response to conflicting views in informational text • Understand analogy/allusion/tone • Evaluate arguments and reasoning • Distinguish claims from opposing claims • Organize concepts into categories • Understand the motives/purposes behind information (commercial/political) • Identify irrelevant information • Read for comprehension and vocabulary

<p>9th-10th Grades</p> <ul style="list-style-type: none"> • Cite strong explicit evidence in analysis • Determine development of theme • Analyze multiple and conflicting elements of character and plot • Analyze cumulative impact of author’s choices (diction, structure, time, etc.) • Compare mediums (ex: poem/painting) • Analyze authors’ use of classic works • Study historical documents from US history • Write analytic arguments with valid reasoning/claims and counterclaims/anticipation of audience concerns • Identify false reasoning • Use digital media strategically 	<p>11th-12th Grades</p> <ul style="list-style-type: none"> • Determine when a text leaves matters uncertain • Determine multiple themes • Determine figurative and connotative meaning including satire, sarcasm, irony, and understatement • Analyze multiple versions of source text • Examine rhetorical strategies, especially from historical documents • Study historical documents from US history • Include all critical elements of writing from 9-10 grade band • Initiate collaboration, expressing ideas persuasively • Evaluate speaker’s reasoning identifying false reasoning or distortion/exaggeration 	<p>Kindergarten - 12th Grade All students should -</p> <ul style="list-style-type: none"> • Participate in gathering information from multiple sources including digital resources and should gain keyboarding skills. • Acquire and use new vocabulary using all appropriate resources • Refer to the grade-level standards and the Language Progressive Skills Chart for specific grammatical and mechanical skills at each level • Work towards increasingly engaged, prepared and appropriate participation in collaborative discussion – propel conversation and respond thoughtfully • Use technology to publish work; incorporate all digital media effectively
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Mathematics Foundational Grade-Level Skills

<p>Kindergarten</p> <ul style="list-style-type: none"> • Count quantities of objects, compare sets of objects and represent quantities with numerals within 20 • Model simple addition and subtraction situations with sets of objects within 10 and eventually with equations • Fluently add and subtract (mentally, orally) within 5 • Identify, name, and describe basic two-dimensional shapes, use basic shapes and spatial reasoning • Rote count to 100, counting forward (and backward) from any known number in the known sequence. • Compare numerals within 10 	<p>1st Grade</p> <ul style="list-style-type: none"> • Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20 • Develop an understanding of whole number relationships and place value, including grouping in tens and ones • Develop an understanding of linear measurement and measuring lengths as iterating length units • Reason about attributes of, and compose and decompose geometric shapes 	<p>2nd Grade</p> <ul style="list-style-type: none"> • Extend understanding of base-ten notation • Build fluency with addition and subtraction • Use standard units of measure • Describe and analyze shapes
<p>3rd Grade</p> <ul style="list-style-type: none"> • Develop an understanding of multiplication and division and strategies for multiplication and division within 100 • Develop an understanding of fractions, especially unit fractions (fractions with a numerator 1) • Develop an understanding of the structure of rectangular arrays and of area • Describe and analyze two-dimensional shapes • Develop an understanding of measurement and estimation of intervals of time, liquid volumes, and masses of objects • Solve word problems using addition, subtraction, multiplication and division 	<p>4th Grade</p> <ul style="list-style-type: none"> • Develop an understanding and fluency with multi-digit multiplication, and develop an understanding of dividing to find quotients involving multi-digit dividends, generalize place value understanding to multi-digit whole numbers • Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers • Develop an understanding of decimal notation of fractions, and compare decimal fractions • Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry 	<p>5th Grade</p> <ul style="list-style-type: none"> • Develop fluency with addition and subtraction of fractions, and develop an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) • Extend division to 2-digit divisors, integrate decimal fractions into the place value system and develop understanding of operations with decimals to hundredths, and develop

<p>6th Grade</p> <ul style="list-style-type: none"> • Connect ratio and rate to whole number multiplication and division and use concepts of ration and rate to solve problems • Complete understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers • Write, interpret, and use expressions, equations, and inequalities • Develop an understanding of statistical thinking • Explain and manipulate the relationship between percentages, decimals and fractions 	<p>7th Grade</p> <ul style="list-style-type: none"> • Develop an understanding of and apply proportional relationships • Develop an understanding of operations with rational numbers and work with expressions and linear equations • Solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume • Draw inferences about populations based on samples 	<p>8th Grade</p> <ul style="list-style-type: none"> • Formulate and reason about expressions and equations, including modeling an association in bivariate data with linear equations and systems of linear equations • Grasp the concept of a function and using functions to describe quantitative relationships • Analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem
<p>Coordinate Algebra</p> <ul style="list-style-type: none"> • Understand the concept of function • Interpret and build functions • Create equations that describe linear and exponential relationships between quantities and explore the resulting equations • Solve equations and inequalities in one variable • Represent and solve equations and inequalities graphically • Interpret the structure of linear and exponential expressions • Interpret linear models • Use coordinates to prove simple geometric theorems algebraically • Use descriptive statistics 		<p>Accelerated Coordinate Algebra/Analytic Geometry A</p> <ul style="list-style-type: none"> • Understand and prove congruence and similarity in terms of transformations • Understand right triangle trigonometry • Describe circles and their properties with and without coordinates • Refer to the Coordinate Algebra bullets as well



Aligning the School-Parent Compact Responsibilities with the School Academic Goals

The Georgia Standards website has Developmental Progressions for English Language Arts (ELA) for kindergarten through grade 5. Visit <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx> to access the Georgia Standards of Excellence and the corresponding sample activities of what parents and family members can do to support student growth.

Georgia Standards of Excellence / English Language Arts
Fourth Grade: Writing

End of 4th Grade

*The visual and selected standards for writing highlight the increase in complexity over the course of the year

Beginning of 4th Grade

*Write narratives to develop real and imagined events, include dialogue, character actions, sensory details, transitional words, and a conclusion
*Throughout writing by planning, revising, editing

*Write opinion pieces that include organizational structures, reasons to support the opinions, linking words and concluding statements
*Use technology, including the Internet, to produce writing

*Take notes and categorize information from print and digital sources
*Write informative/explanatory texts that include facts, definitions, details, formatting, linking words, precise language, and concluding statements.

Activities to Support Academic Growth at Home

Standards (What Students Should Know)	Sample Activities (What You Can Do to Support Growth)
Strengthen writing by planning, revising, editing	Share with your child the importance of the revision and editing stage of the writing process. Ask your child to respond to suggestions from you and others and revise an original piece of writing.
Write opinion pieces that include organizational structures, reasons to support the opinions, linking words and concluding statements	Ask your child to develop a strong, organized argument by linking ideas together and choosing proper vocabulary for his/her writing.
Take notes and categorize information from print and digital sources	Encourage your child to write down key ideas and details when reading print or digital texts and sort their notes into specific categories.

APTT Foundational Grade Level Skills – Math

Foundational Grade Level Skills for Home and School Partnership
The purpose of this document is to provide families with a sample of foundational grade level skills from Preschool – 8th grade, which can easily be supported at home.

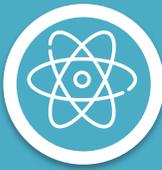
	Math Concepts	Math Skills
Pre-K, (K-1), 1, 2	<ul style="list-style-type: none"> Counting and Cardinality Operations and Algebraic Thinking Measurement and Data Geometry 	<ul style="list-style-type: none"> Verbally count from 1 to 10 Recognize numerals 1 to 10 Count a collection of items up to 10 Match the number to the quantity Subitize up to 5 objects Recognize patterns Copy simple patterns Extend simple patterns Create simple patterns Sort objects by one or more attributes Recognize basic two-dimensional shapes
Kindergarten	<ul style="list-style-type: none"> Counting and Cardinality Operations and Algebraic Thinking 	<ul style="list-style-type: none"> Count to 100 by ones and by tens Count forward beginning from a given number within 100 One-to-one correspondence Compare two numbers between 1-10 (>, <, =) Add fluently within 5 Subtract fluently within 5 Use objects to represent a math problem
1 st Grade	<ul style="list-style-type: none"> Operations and Algebraic Thinking 	<ul style="list-style-type: none"> Add fluently within 10 Subtract fluently within 10 Add within 20 Subtract within 20
2 nd Grade	<ul style="list-style-type: none"> Operations and Algebraic Thinking Number & Operations in Base Ten 	<ul style="list-style-type: none"> Fluently add within 20 Fluently subtract within 20 Add within 1000 Subtract within 1000

1 APTT: All Rights Reserved - Marc C. Preker - World

School systems that were trained by WestEd or the Georgia Department of Education in implementing Academic Parent-Teacher Teams (APTT) may refer to their [APTT materials](#). Resources such as the APTT Foundational Grade Level Skills in Math and English Language Arts documents will help with writing school goals and teacher, parent, and student responsibilities for the School-Parent Compact.



The Georgia Statewide Longitudinal Data System (SLDS) is used by districts and schools to monitor student achievement and to help plan instruction. Resources available through the SLDS lend themselves well to School-Parent Compact development. The activities provided through the SLDS may be used within the compact’s shared responsibilities for student learning support and for selecting foundational grade-level activities for APTT meetings and other school-sponsored family events as they support student academic achievement needs identified through the school’s continuous improvement process. Access [SLDS](#) through your school’s portal.



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.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



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

Identify Needs

Select Interventions

Plan
Implementation

Implement Plan

Examine
Progress

For the Whole
Child

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

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](#) 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>
- <enter text here>

Completed by:

Grade Level:

Date:

Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!



School-Parent Compact Parent Feedback Form

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used with **parents and family members** to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



Your child's school has set the following S.M.A.R.T. goal(s) for teachers, parents, and students to work on this school year through the School-Parent Compact (or agreement). A **S.M.A.R.T.** goal is one that is Specific, Measurable, Attainable, Relevant, and Time-bound.

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



Parents, please complete the following chart to provide your feedback. We look forward to further discussing and finalizing our ideas together.

Do the goals in the school-parent compact capture areas in which your child needs help to improve?

Yes No

Suggestions of academic goals for next school year:

- <enter text here>
- <enter text here>
- <enter text here>

Focus Areas for Compact: <enter text here>

Is the focus area in the school-parent compact the skill in which your child needs to improve?

Yes No

Suggestions of focus areas for next school year:

- <enter text here>
- <enter text here>
- <enter text here>

The following strategies have been suggested by teachers based on the S.M.A.R.T. goals. Please review these strategies and make additional suggestions as to how you and your child's teacher can help improve his/her academic performance. Write your ideas into the charts below.

Focus area 1: _____
 (Example: Place Value and Math Fact Fluency)

My child's teacher can help me help my child by:	I can help my child by:
<i>(Example: The teacher can give me ideas of math games that my son can play on the iPad.)</i>	<i>(Example: I can play math games with my son to make sure he is practicing and learning math.)</i>

Focus area 2: _____

My child's teacher can help me help my child by:	I can help my child by:

Completed by:	Role:	Date:
Student's name:	Grade Level:	
<i>Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!</i>		

If you would like to be contacted regarding your comments about a specific part to the school-parent compact, please provide your contact information and an individual from the school will contact you.

Print Name: _____ E-mail: _____ Phone: _____



School-Parent Compact Student Feedback Form

For Elementary Schools

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used **with students** to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



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

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

For the Whole Child

Students, please fill in the following chart to tell us what you think about school and how teachers and parents can help you be successful.

What do you like most about school?

- <enter text here>

What do you like least about school?

- <enter text here>

What is the hardest part of school for you?

- <enter text here>

What do you want to learn in school?

- <enter text here>

Your school wants to find ways to help students work on: <enter text here>

Here are some ideas your teachers and parents have about how they can help you with school. What are some ways you think they can help you with? Write your ideas in the boxes:

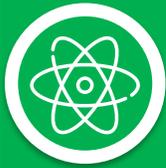
Focus area 1: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Focus area 2: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Completed by:	Date:
Teacher's name:	Grade Level:
<i>Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!</i>	



School-Parent Compact Student Feedback Form

For Middle and High Schools

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade level standards. This form will be used **with students** to gather their feedback and suggestions.



Three Components of an Effective School-Parent Compact

Linked-to-Learning



Jointly-Developed



Family-Friendly



Your school has set the following S.M.A.R.T. goal(s) for teachers, parents, and students to work on this school year through the School-Parent Compact (or agreement). A **S.M.A.R.T.** goal is one that is Specific, Measurable, Attainable, Relevant, and Time- bound.

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



Students, please complete the following chart to provide your feedback. We look forward to further discussing and finalizing our ideas together.

Do the areas of focus, indicated in these S.M.A.R.T. goals, describe something you have difficulty with in school?

____ Yes ____ No

If so, how can you improve your academics in these areas? What can you do this year to make sure you learn what you need to know?

- <enter text here>
- <enter text here>
- <enter text here>

Focus Areas for Compact: <enter text here>

Here are some ideas your teachers and parents have about how they can help you improve in these focus areas. What are some ways in which you think they can help you? Write your ideas in the charts below:

Focus area 1: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Focus area 2: _____

My teacher can help me by: <i>(List a few things you can do at school)</i>	My parent can help me by: <i>(List a few things you can do at home)</i>

Completed by:	Date:
Teacher's name:	Grade Level:
<i>Thank you for taking the time to complete this form. Your feedback is greatly valued and sincerely appreciated!</i>	

School-Parent Compact

Parent Input Meeting Template

**INSERT YOUR
SCHOOL LOGO
HERE**

SAMPLE – This is an example tool for school/district personnel to use. It models how to ask the right questions during Title I parent input meetings to receive effective feedback tied to student achievement. This form should not be used by parents in isolation. It is designed to be used during a guided conversation that evokes two-way communication.

School-Parent Compact Review Meeting
Achieve Elementary School
April 11, 2020 at 6:00 p.m.

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work in partnership to make sure all students get the individual support they need to reach and exceed grade-level standards.

The data just shared with you showed that **85 percent** of the students at Achieve Elementary are proficient or higher in math on the Georgia Milestones Assessment. While most of our students are doing well, there are about three entire classrooms of students (or **15 percent** of the students at the school) who are not proficient in math standards.

Do you agree that the School-Parent Compact should focus on increasing the math scores on the Georgia Milestones?

 X Yes No

If not, please explain why:

In the chart below please list a few things your child exceeds at with math as well as few things your child struggles with.

<i>In Math My Child Exceeds at:</i>	<i>In Math My Child Struggles with:</i>
My child can add and subtract basic facts.	My child sometimes struggles with subtraction when he has to regroup.

Math Focus Area for Compact: **Place Value and Math Fact Fluency**

In the chart below please list a few things you, your child, and your child's teachers could help with to increase your child's math skills. Look on the board to see suggestions already provided by teachers and students.

<i>My Child's Teacher Can Help Me Help My Child with Math By:</i>	<i>I Can Help My Child with Math By:</i>	<i>My Child Can Help Improve His/Her Math By:</i>
Giving me ideas of math games that my son can play on the iPad for additional practice.	Playing math games with my son to make sure he is practicing and learning.	Asking for help when he does not understand his math assignments. Practicing math games to improve his math skills.

School-Parent Compact Traditional Template

School-Parent Compact Traditional Template

Note to Schools: Schools may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1116(d) to be included 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 encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent and family engagement and strengthen student academic achievement. (This template is available as a downloadable Word document at partnerships.gadoe.org.)

**INSERT YOUR
SCHOOL LOGO
HERE**

School-Parent Compact
[Insert School Name]
[School Year 20XX - 20XX]
[Insert 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 State's high standards.

JOINTLY DEVELOPED

(Describe in family-friendly language how parents are involved in developing and revising the compact.)

For example: The parents, students, and staff of [Insert School Name] partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held [specify time of year] each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

[INSERT SCHOOL DISTRICT'S NAME] GOALS:

Describe in family-friendly language what your school district's overall goals are in core content areas (ELA, Math, Science, Social Studies). District goals are the same for all Title I school-parent compacts in the district.)

A sample district goal: The percentage of students scoring at Developing Learner or above on the Georgia Milestones Assessment System English Language Arts End of Grade will increase by five percentage points.

[INSERT SCHOOL'S NAME] GOALS:

(Describe in family-friendly language what your school's most critical goals are in core content areas as identified in the School Improvement Plan. It is recommended that a targeted, foundational grade-level skill to support academic achievement goals be included.)

A sample school goal with an academic focus area:

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

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

- Content Vocabulary Development*

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

[Insert School Name] will:

(Describe/List three to four specific strategies/activities the school will provide to parents to build the parent's capacity to support their student's learning at home to improve student academic achievement. For grade level or individual learning targets, one to two specific strategies/activities should be provided for incremental progress demonstration.)

An example of the school responsibilities could include:

Teachers will provide families with a monthly newsletter that features games and activities the families can play to review vocabulary words being covered in class.

PARENT RESPONSIBILITIES:

We, as parents, will:

(Describe/List specific activities linked to learning targets that parents/families will implement to support their child's learning and progress toward mastery of the identified school academic goals.)

An example of the parent responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

STUDENT RESPONSIBILITIES:

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

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

COMMUNICATION ABOUT STUDENT LEARNING:

[Insert School Name] 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:

(Describe/List several methods for regular teacher-parent communication so that parents/families are kept up-to-date on their students' progress and get regular tips on home learning. Contact information of the school representative whom the parent should contact regarding questions about their child's education should also be included in this section.)

An example of communication between teacher-parent could include two or more of the following:

- *Class newsletters to parents*
- *Parent Portal*
- *Teacher websites or other web-based communication resource*
- *Parent-Teacher conferences*
- *Weekly folders*
- *Emails to parents on student's progress*
- *Text messaging*
- *Phone calls*
- *Other*

ACTIVITIES TO BUILD PARTNERSHIPS:

[Insert School Name] offers ongoing events and programs to build partnerships with families.

(Describe/List the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning)

Partnership examples could include two or more of the following:

- *Parent-Teacher Conferences*
- *Parent Workshops*
- *Curriculum Nights*
- *Parent Resource Center*
- *Volunteering / Observing*
- *Open House*

- *Online/virtual activities (webinars, online chats)*
- *Multi-media activities (podcasts, teacher-created videos)*

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. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Welcome Committed System
collaboration Trust
Astounding impact • Implement •
bring Technology
Understanding Inspire
Empower New life Opportunity
complete Help
informative action coordinate continue



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

20XX-20XX

Revised XX/XX/XXXX

7

1A
Our Goals for Student Achievement

District goal(s)

School goal(s) and focus areas(s)

Teachers, Parents, and Students—Together for Success

1B
Teacher/School Responsibilities:

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

2
Family Responsibilities

(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 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 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

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

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

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.

20XX-20XX
School-Parent Compact
for Achievement

4th Grade Focus for
Student Success
Revised MM/DD/YYYY



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 20xx-20xx 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



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 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

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.

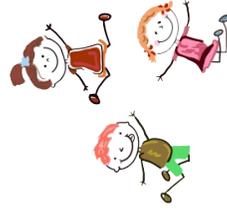
- » Have fun with math. Use materials in the math kit to explore math at home.
- » Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.
- » Look for the class newsletter each month and play word games with the new vocabulary words and find ways to 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

5

The 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 school's 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 -

- Parent Classroom Observation Days—2nd Friday each month
- Parent-teacher mentor program
- Family Engagement Day—Month Day, Year
- 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

20XX-20XX

SCHOOL-PARENT
COMPACT

Revised Month Day, Year

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

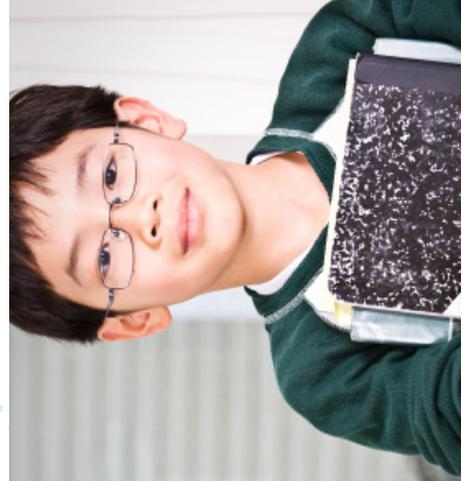
Award County Middle School will increase the percentage of students scoring at the Developing Learner level or above in math by five percentage points as measured by the spring 2018 Georgia Milestones End of Grade (EOG) Assessment.

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



As a school, we will...

1B

- 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

7



20XX-20XX

School-Parent Compact

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

Revised Month Day, Year

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 20xx-20xx 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 20xx-20xx 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.

