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 or exceed grade-level standards.

Effective compacts:

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

Jointly Developed

5*

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

Parents can contribute comments at any time.

Building Partnerships

4*

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 Web site and click on the **Parent Button.**

Building Partnerships

4*

3rd Thursdays

Family Fun Learning Adventures!

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

- Help your child to become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 student 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 & refreshments provided.

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

Communication about Student Learning

6*

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

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school Web site 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 Web site at www.nutmegschool.org.

Sample Planning Tool

SCHOOL-PARENT COMPACT
FOR ACHIEVEMENT
2013 – 2014

4th Grade Focus for Student Success

Aligned with Common Core Standards

Nutmeg Elementary School
Mary Ellen Pleasant, Principal
www.nutmegschool.org 860-555-1212

Sample Planning Tool

Our Goals for Student Achievement

1A*

District Goals

By June 2020, all students will be at grade level or higher in both math and reading.

We will get there by:

1. Increasing each student's fluency and understanding in reading across all grade levels by 15% over 3 years.
2. Increasing each student's competency in math computation, word problems and number operations by 15% over 3 years.

School Goals

By 2015, our students will make a 20% gain in math and reading; 75% of students will be at grade level in reading, and 80% at grade level in math.

Our data show the need to focus on the following *Common Core Standards*:

- In reading – the standard of comprehension and understanding the author's purpose.
- In math – the standard of strengthening our basic skills and math computation.

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

Teachers, Parents, Students – Together for Success

In Our 4th Grade Classroom

1B*

The 4th grade team will work with students and their families to support students' success in the *Common Core Standards* for reading and math.

Some of our key connections with families will be:

- Develop a weekly goals folder with students and send home materials to help parents support the learning goals.
- Use the "word wall" and storytelling to incorporate new words. Send new words to families each week with information on how to build a home word wall and develop their own stories.
- Design a fun family literacy night and share classroom strategies with families on how to help students connect personal experiences to the story.
- Develop goals with students that focus on increasing their skill in estimation and measurement. Send goals to parents along with some practical ideas for supporting their learning goals at home.

At Home

2*

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math.

Some of our key at-home activities will be:

- Use the weekly folder to discuss my child's learning goals and use the teacher's materials to support my child's learning at home.
- Post new words on our "word wall" and remember to use them in conversations and stories. Add our own new words.
- Read with my child every day and talk about how the story connects with things that he or she has experienced. Attend the family fun literacy night to practice new ways to support my child as a reader.
- Use the math goals and related games or strategies the teacher sends home to improve my child's estimation and measurement skills.

Nutmeg Students

3*

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

- Set goals for myself to learn new words and read every day.
- Think of new words to put on our family "word wall." Share ideas with my friends.
- Make up stories to tell my family using new words.
- Help make the grocery list and estimate how much the food will cost.

OPTIONAL:

- My own personal learning goal is:_____.
- My teacher can help me reach it by:_____.
- My parent can help me accomplish it by: _____.

Family Fun Learning Adventures are a great place to learn new words, practice math – and win prizes! (see the back of this brochure for more information)

* Numbers correspond to sections in the "Guide to Quality" Tool in the *Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

School-Parent Compact Guide to Quality

Title I Requirements and Quality Indicators

	Does the school-parent compact:*		Section of Title I law:	To make the compact most effective:
The School's Role	1A Clearly explain district and school goals to meet student academic achievement standards?	Yes ☐ No ☐	1118(d)	• Link actions in the compact to goals in the school improvement plan • Use achievement data to set specific goals.
	1B Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction?	Yes ☐ No ☐	1118(d); 1118(d)(1)	• Describe how teachers will help parents understand what children are learning and doing in class. • Specify how teachers will support parent participation in learning activities.
	Provide information and actions specific to each grade level.	Yes ☐ No ☐	This is best practice and is not required under Title I.	• Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2 Describe specific ways parents will be responsible for supporting their children's learning?	Yes ☐ No ☐	1118(d); 1118(d)(1)	• Connect activities for families to what students are doing in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	Yes ☐ No ☐	This is best practice and is not required under Title I.	• Include high-impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Student's Role	3 Describe specific ways students will be responsible for their learning?	Yes ☐ No ☐	1118(d)	• Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level.	Yes ☐ No ☐	This is best practice and is not required under Title I.	• Include high-impact actions for each grade level, designed by grade-level teams with parents.
Activities to Develop Partnerships	4 Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers?	Yes ☐ No ☐	1118(d); 1118(d)(2)(C)	• Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities). • Offer activities based on identified parent needs. • Offer meetings at different days and times.
Jointly Developed	5 Describe how parents are involved in developing and revising the compact?	Yes ☐ No ☐	1118(d); 1118(f)	• Provide resources to cover costs for parents to take part, such as child care and transportation. • Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents). • Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication, so that parents are kept up-to-date on their students' progress and get regular tips on home learning?	Yes ☐ No ☐	1118(d)(1); 1118(d)(2)(A and B)	• Include parent-teacher conferences at least once a year, at which the compact will be discussed. • Include follow-up steps to support parents and students. • Consult with parents on communication strategies that work best for them. • Make communication do-able and user-friendly.
Format and Language	7 Ensure that the language and format of the compact are family friendly.	Yes ☐ No ☐	1118(f)	• Work with parents to identify and eliminate jargon and negative language. • Engage parents/staff with design skills to create an attractive final product. • Translate the compact and other communications into families' first languages.

* Numbers correspond to sections in the "Sample Compact" Tool in the *Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

Title I School-Parent Compact
Federal Legislation

Title I, Part A, Section 1118

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT – As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact 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. Such compact shall –

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; 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; and

(2) 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; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(f) ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.