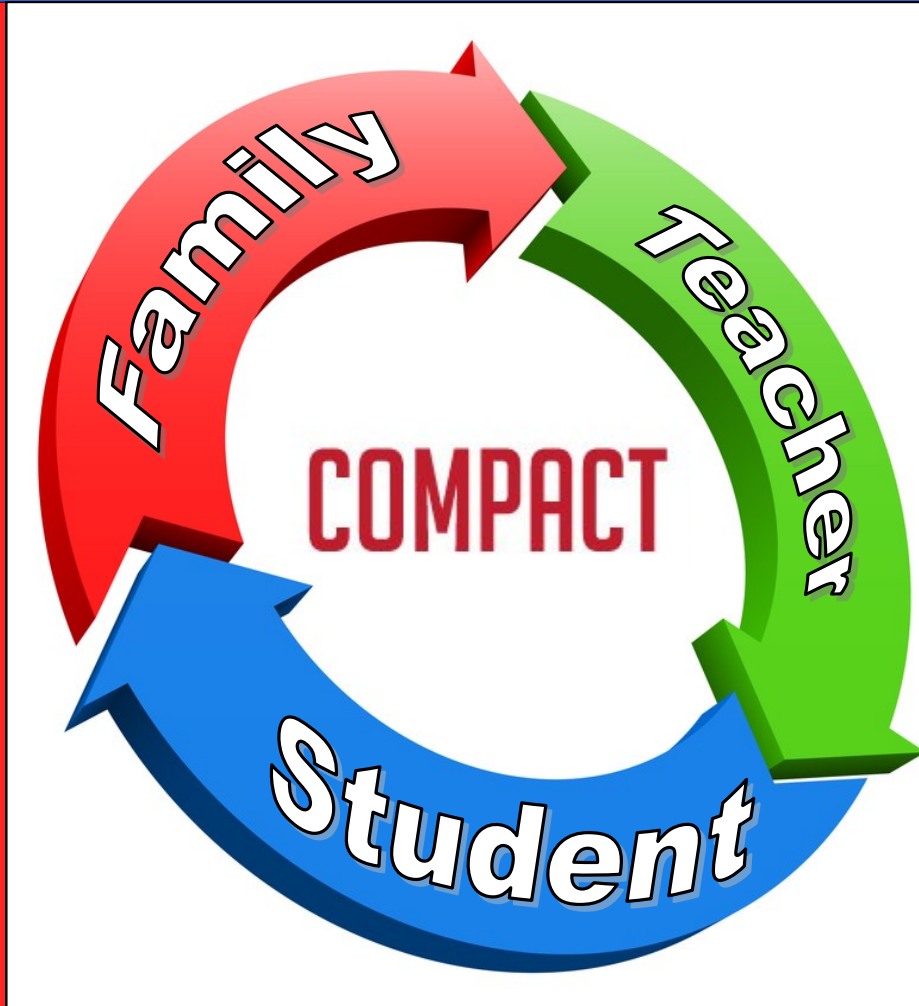


FIVE STEPS TO SUCCESS FOR DEVELOPING SCHOOL-PARENT COMPACTS

Section 1116





We are the windows through which our children first see the world.

Let us be conscious of the view.

~ Katrina Kenison

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Title I Statewide School Support and
Family & Community Engagement Initiative
Region 16 Education Service Center
5800 Bell Street
Amarillo, Texas 79109
(806) 677-5126
www.esc16.net

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701
(512) 463-9374
www.tea.texas.gov



CONTENTS

FIVE STEPS TO SUCCESS FOR DEVELOPING SCHOOL-PARENT COMPACTS

Introduction	6
ESSA Statute and Critical Success Factors	7
Let's Revive Our School-Parent Compact	8
A PowerPoint presentation that reviews the five step to success and gives the big picture on putting it all together.	
Key Stakeholders in a Successful Family Engagement Program	9
Comprehensive Needs Assessment	10
Campus Improvement Plan	11
Data Pyramid.....	12
What Must a School-Parent Compact Include?.....	13
Six Tips on Compacts.....	14
Step 1. Motivate and Designate	15

A great school-parent compact starts with motivating the staff and designating a leadership team.

- Tool #1-A: Tips for the Compact Project Leader**
- Tool #1-B: Timeline for Your Work and Compact Cycle**
- Tool #1-C: Tips for Designing Effective Surveys and Questionnaires**
- Tool #1-D: The Power of Partnerships Family Survey**
- Tool #1-E: Getting to Know Our Students and Their Families Questionnaire**
- Tool #1-F: Gathering Input from Students**

Step 2. Gather and Align	29
---------------------------------------	-----------

Aligning the compact to school-wide data, identified needs and the goals of the campus improvement plan for each grade level or content area makes the compact a meaningful tool for involving all stakeholders as partners.

- Tool #2-A: Gather and Align Process**
- Tool #2-B: Aligning Process Template**
- Tool #2-C: Four Examples**

Step 3. Design and Develop 37

This section contains five parts to help a compact committee translate the data, goals, and priorities into a meaningful school-parent compact.

- Tool #3-A: Three Sample School Parent Compacts**
- Tool #3-B: Guide to Quality**
- Tool #3-C: School Parent Compact Template**
- Tool #3-D: School Parent Compact Checklist**
- Tool #3-E: Questions to Review Design and Develop Process**

Step 4. Promote, Engage and Implement 51

This section has three intended outcomes - *promote* the compact to all stakeholders, develop relationships with families to *engage* them, and *implement* the tool to strengthen partnerships for student achievement.

- Tool #4-A: Promote the Compact**
- Tool #4-B: Engage the Families**
- Tool #4-C: Implement the Compact**

Step 5. Celebrate, Review and Revise 55

This section covers the importance of viewing the compact as a cycle of continuous improvement.

- Tool #5-A: Summary of Evaluation Tools**
- Tool #5-B: Focus Group and Open Group Facilitation Template**
- Tool #5-C: School-Parent Compact Checklist**

Appendix 63

- Section 1116**
- Critical Success Factors**
- Let's Revive Our School-Parent Compact (PowerPoint)**
- Resources**

INTRODUCTION

The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence. Each campus receiving Title I, Part A funds is required to develop a compact. The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards. It is a written commitment indicating how all members of a school community - families, teachers, principals and students - agree to share responsibility for improved student achievement.

The underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is implemented with fidelity, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and home. When developed with the input of all concerned parties, the compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students.

The school-parent compact, along with the parental involvement policy, is a keystone document for a school to provide an effective family engagement program. The compact is passion in print. It is like a compass pointing toward the destination "student success." The compact serves as a written reminder of shared responsibility for home and school to work together to improve student achievement. The school-parent compact is required by federal statute, it is time to blow the dust off the old compacts and breathe new life into a new, meaningful school-parent compact. This five step process will enable your school to design and develop a practical compact to partner with teachers, families, and students to improve student performance.

Bringing together a team to talk about your school's needs and the shared responsibilities of your school community can be as important as the task of developing a compact. As you build your team, reach out and think big; as you craft your compact be creative.



Section 1116(d)

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT - As a component of the school-level parent and family engagement 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 challenging State academic standards, and 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 extra curricular 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; and
 - (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.

Legal Reference: Section 1116 (see page 64)

Critical Success Factors (CSF): (see page 68)

- 1. Improve Academic Performance
- 2. Increase the Use of Quality Data to Drive Instruction
- 3. Increase Leadership Effectiveness
- 4. Increased Learning Time
- 5. Increase Family and Community Engagement
- 6. Improve School Climate
- 7. Increase Teacher Quality

Let's Revive Our School-Parent Compact: (See PowerPoint in appendix page 70)

This brief PowerPoint presentation describes:

- The purpose of the compact
- The importance of collaboration
- The five steps to develop a school-parent compact

The PPT is located on the Title I Statewide School Support and Family and Community Engagement Initiative website, click link....



Without a sense of caring, there can be no sense of community.

Anthony J. D'Angelo

KEY STAKEHOLDERS IN A SUCCESSFUL FAMILY ENGAGEMENT PROGRAM

- ☑ Strong school administrative leaders
- ☑ Teachers
- ☑ Parents and family members
- ☑ Community members

An effective parental involvement program requires a partnership among the key stakeholders. A healthy partnership exists when key stakeholders support one another in the achievement or attainment of a common goal. Successful partnerships build and enhance the capacity of staff and families;

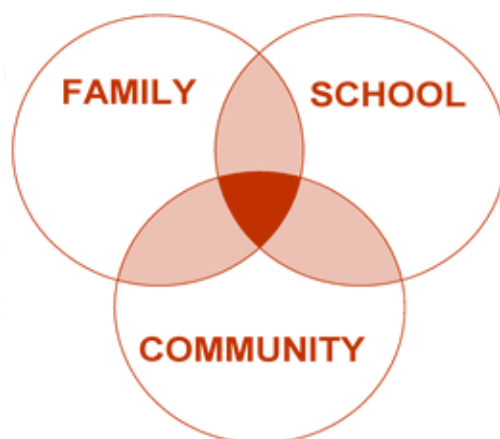
- Capabilities (skills and knowledge)
- Connections (networks and relationships)
- Cognition (beliefs and values)
- Confidence (self-efficacy)

Collaborative partnerships are required by the statute, but more importantly research shows that successful partnerships increase student achievement. It is crucial that the school establish a team composed with these key stakeholders prior to developing a school-parent compact. A school-parent compact expresses the desire of the entire school community to encourage and assist students as they strive to attain the state standards. See, *A Dual Capacity-Building Framework for Family-School Partnerships*, page <http://www.ed.gov/family-and-community-engagement>

Collaborative Partnership

Parental Involvement = Student Achievement

Implementation of Parental Involvement Programs & Resources



Community Resources and Programs Strengthen Parental Involvement Partnerships

COMPREHENSIVE NEEDS ASSESSMENT

Every year schools need to evaluate and review their progress toward attaining the state standards. A comprehensive needs assessment is a systematic effort to acquire an accurate, thorough picture of the strengths of a school that can be used in response to the identified academic needs of students. A comprehensive needs assessment is central to the planning process and provides the database from which the planning team develops its vision for the school and the parental involvement program.

Gathering the findings provided by a comprehensive needs assessment is not a one-time occurrence. The comprehensive needs assessment:

- Is an ongoing process.
- Begins with a thorough examination of multiple, relevant data sources.
- Identifies areas of success and areas for improvement.
- Provides vital information when defining priorities and setting goals and objectives.
- Identifies possible strategies or solutions to make improvements.
- Is reviewed and revised annually.

Developing a comprehensive needs assessment is a necessary and critical starting point when writing the school-parent compact. The data and information generated through the comprehensive needs assessment will guide the planning team as they review and compose a campus-specific, relevant school-parent compact.

Note: a Comprehensive Needs Assessment is required by statute, see...

Texas Education Code Section 11.252 (a)(1) and (2)

ESSA, Public Law 114-95 Section 1114 (b)

For additional information, Comprehensive Needs Assessment

[http://www.region10.org/r10website/assets/File/NCLB%20Comprehensive%20Needs%20Assessment\(120314\)\(1\).pdf](http://www.region10.org/r10website/assets/File/NCLB%20Comprehensive%20Needs%20Assessment(120314)(1).pdf)



CAMPUS IMPROVEMENT PLAN

Each school district is required to ensure that effective planning and site-based decision making occur at every campus to support the improvement of student performance. Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan (CIP). TEC Section 11.253

The CIP serves as the blueprint for how a campus will address the needs identified within the comprehensive needs assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability. Using data from the CNA, the school must then develop a CIP to improve teaching and learning in the school, particularly for those students not demonstrating proficiency on the State's academic content and achievement standards.

For each campus receiving Title I Part A funds, the CIP must:

1. assess the academic achievement for each student in the school;
2. set the campus performance objectives based on the student achievement indicator system;
3. identify how the campus goals will be met for each student;
4. determine the resources needed to implement the plan;
5. identify staff needed to implement the plan;
6. set timelines for reaching the goals;
7. measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
8. provide for a program to encourage parental involvement at the campus and
9. include a description of how your campus will use Title I, Part A and other resources to implement the CIP, and include a list of the federal, state, and local programs that will be consolidated (if applicable), with the amount that each program will contribute to the schoolwide pool;
10. address the program plan requirements and activities on a schoolwide campus, or address the program requirements on a targeted assistance campus.

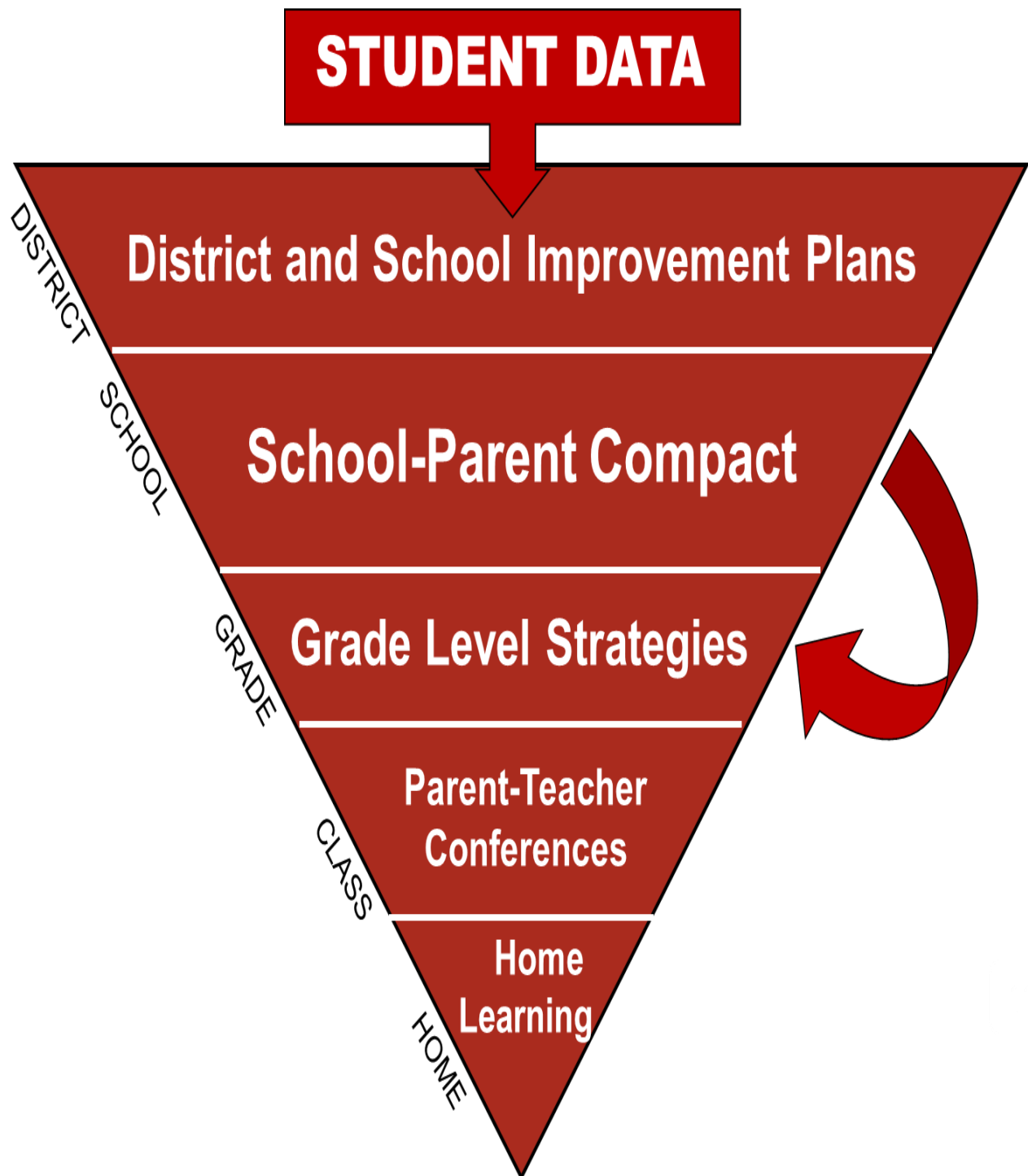
Texas Education Code Section 11.253(d)

ESSA, Section 1114(b)

For more information, NCLB/ESEA Improvement Plans [http://www.region10.org/r10website/assets/File/NCLB%20Improvement%20Plans\(120314\)\(1\).pdf](http://www.region10.org/r10website/assets/File/NCLB%20Improvement%20Plans(120314)(1).pdf)

Campus Improvement Plan (CIP) Checklist

<http://www.region10.org/capacity-building-initiative/capacity-building-initiative-quicklinks/nclb-publications/>



Raw data is just that, raw, until a committee identifies trends and patterns and discloses significant findings. Then the data can be used to develop targeted objectives in the improvement plans. Those objectives are refined further for the compact with explicit grade level strategies. The strategies are explained to families while they implement home learning techniques to promote the child's success.

WHAT MUST A SCHOOL-PARENT COMPACT INCLUDE?

- Describe the school's responsibilities to provide high quality curriculum and instruction in a supportive, effective environment. [Section 1116, (d)(1)]
- Include ways parents can support their child's learning. Some examples of this are: school attendance, making sure homework gets done, volunteering in their children's classroom, and participating in decisions about the education of their children and positive use of after-school time. [Section 1116, (d)(1)]
- Address the importance of on-going communication including:
 1. Annual parent-teacher conferences in elementary schools. [Section 1116, (d)(2)(A)]
 2. Frequent reports to parents on their child's progress. [Section 1116, (d)(2)(B)]
 3. Reasonable access to school staff, including opportunities to volunteer and participate in their child's class, and observe child's classroom activities. [Section 1116 (d)(2)(C)]
 4. Ensuring regular, two-way , meaningful communication between family members and school staff, and to the extent practicable in a language family members can understand. [Section 1116 (d)(2)(D)]
- Discuss the compact as it relates to student achievement at parent-teacher conferences in elementary schools at least one time per year. [Section 1116, (d)(2)(A)]
- Be written and communicated in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. [Section 1116, (b)(1)]
- Must be evaluated annually for effectiveness in improving the academic quality of the school and to meet the changing needs of parents and the school. [Section 1116 (a)(2)(E) and (b)(1)]



SIX TIPS ON COMPACTS

As you move through this process in launching the Compact, keep these six ideas in mind:

- 1. *Compacts are both a requirement and an opportunity.***

Compacts are a requirement for schools serving Title I children, but a good idea for all schools. They keep the focus on high standards and academic success for every child. They provide a way for school policies, parent beliefs, and national goals to work together.
- 2. *Compacts define responsibilities.***

Compacts make sure that everyone “owns” the responsibility of helping children achieve high academic standards. Compacts specify roles that schools and families play in helping children learn. Compacts also set expectations for others throughout the community who have a stake in children’s academic success.
- 3. *Compacts share a vision for teaching and learning.***

A meaningful compact links responsibilities to a consistent philosophy of what children need to learn and how they spend their learning time at school and at home.
- 4. *A compact depends on many people believing in it.***

A compact represents the ideas of the whole school community. Compacts can become powerful documents when many individuals and stakeholders agree on educational goals and fulfill their personal commitment to children’s learning.
- 5. *A compact is more than a piece of paper.***

The piece of paper that lists responsibilities needs ongoing school-family-community interactions. The compact isn’t the end goal. The compact is a practical tool for better communication and productive relationships between schools and families.
- 6. *A compact needs to be used.***

A compact is a “tool” that can be used to clarify expectations, solve problems, keep the focus on teaching and learning, and help clarify choices about how teachers, parents, and students spend their time. The compact’s important function is to continually broaden the circle of people who become invested in education. Ultimately, the compact’s and school’s success depends on broad-based commitment to children’s learning.

Source: RMC; From the upcoming handbook, *Joining Together to Help Our Children Achieve*, US Department of Education

COMPACT STEP #1 MOTIVATE AND DESIGNATE

OVERVIEW

Description: A school-parent compact that builds capacity starts with motivating the staff and designating a leadership team. This section explains how to build an effective leadership team that includes parents in the process. Suggested leadership team recruiting activities are provided in the resource section including engaging families and students. Also, it is often necessary to collect additional data from families and students. Sample surveys and questionnaires are provided.

Legal Reference: Section 1116 (d), (e), and (f)

Critical Success Factors:

3. Increase Leadership Effectiveness
5. Increase Family and Community Engagement

Tool #1-A: Tips for the Compact Project Leader - Four sets of tips, one for each major task: recruiting a team, developing a timeline, assessing families' interests and strengths, and documenting your work.

Tool #1-B: Timeline - Lays out when to start and finish each step across the calendar school year. It is just a guideline; the compact committee may move faster or slower in any area. It could take up to a full school year to analyze data, gather input, align resources, and agree on the main features of the school-parent compact.

Tool #1-C: Tips for Designing Effective Surveys and Questionnaires - Practical suggestions when writing a survey or questionnaire.

Tool #1-D: The Power of Partnerships Family Survey - An easy-to-use survey that will help a school identify what it is doing well and where improvement is needed from the family perspective.

Tool #1-E: Getting to Know Our Students and Their Families Questionnaire - A one-page questionnaire to better know the needs and interests of families; especially useful at the beginning of the school year.

Tool #1-F: Gathering Input from Students - A method by which to receive and record input from students about student learning.

Value Added Resources:

- Surveys, go to www.esc16.net, click on Title I Statewide Initiative, click on Requested Materials, click on Surveys. http://www.esc16.net/preview.aspx?name=title1swi.3_Surveys

COMPACT TOOL #1-A

TIPS FOR THE COMPACT PROJECT LEADER

The responsibility of the project leader is to develop a new school-parent compact that:

is linked to the goals of the campus improvement plan;



uses grade level data to develop strategies for engaging families in improving learning; and



is written in family-friendly language with meaningful input from families and students.



This is a big job! Don't expect that one person can do all this work.

Tip 1: Recruit a team that can carry out the remaining four steps to success.

This section points out best practices for appointing the best team leader as well as team leader responsibilities. In many cases, the team leader is appointed by the principal

- **Select a Team Leader:** search for staff who might be working towards their administrative degree as this would be a great example of providing leadership and engagement. Look for school staff who are already working to support teachers and families, such as a family liaison, counselor, social worker or reading/math coach.
- **Build a Team:** include parent leaders, and community partners, such as someone from the after-school program or family resource center. Invite one or two teachers who are eager to work more closely with their students' families.
- **Maintain Communication:** the principal or assistant principal should be directly involved or at least kept informed during each step of the process. Their input and support is vital to the success of your compact.

Tip 2: Develop a timeline and use it to assign tasks.

Tool #1-B includes a sample timeline. Use this to get started. Build on the strengths of the team.

For example:

- A data team leader might be good at charting data in ways that families (and the other team members) can understand.
- The family and community liaison can organize informal conversations through teacher-parent focus groups.
- Parent leaders can help with promoting and marketing the compact.

Tip 3: Surveys and Questionnaires: Access Your Families Interest and Strengths

Use surveys and questionnaires to find out more about the interests of your families and what they would like to contribute toward improving student learning. Surveys and questionnaires can be powerful and useful research tools. Focus groups may also be developed to review surveys and validate results. For additional information refer to the surveys and questionnaire, at www.esc16.net, click on Title I Statewide Initiative, “Requested Materials,” Surveys.

Tool #1-D Power of Partnership Family Survey

Tool #1-E Getting to Know Our Students and Their Families Questionnaire.

Tool #1-F Gathering Input from Students

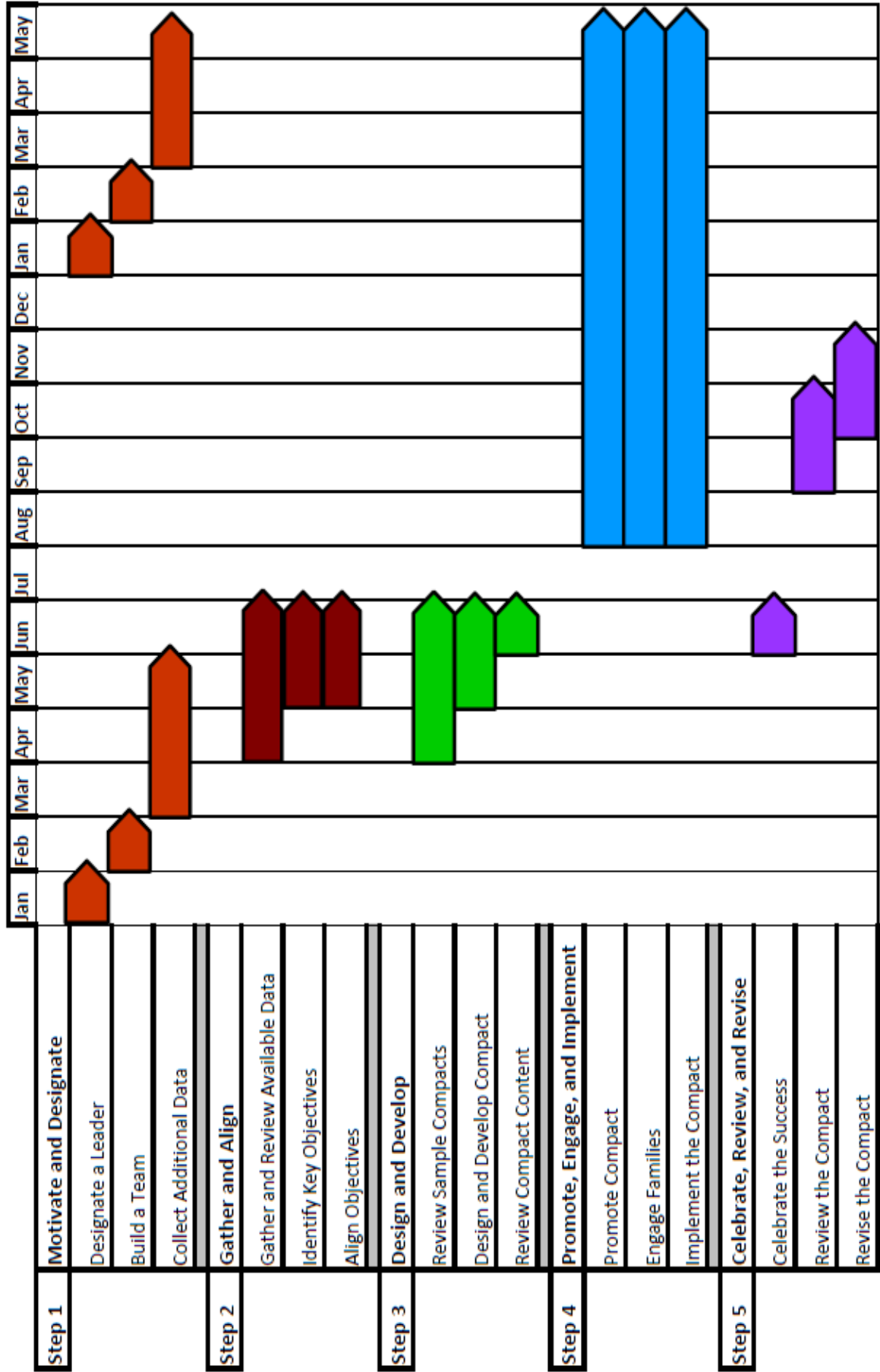
Tip 4: Document your work.

Keep a record of compact committee ideas that come up in compact meetings and group conversations about student performance and what should go into the compact. Maintain a record of meeting agendas, minutes, and sign-in sheets. In the event a state or federal desk audit occurs, the campus must have documentation that establishes the process used to develop and disseminate the compact.

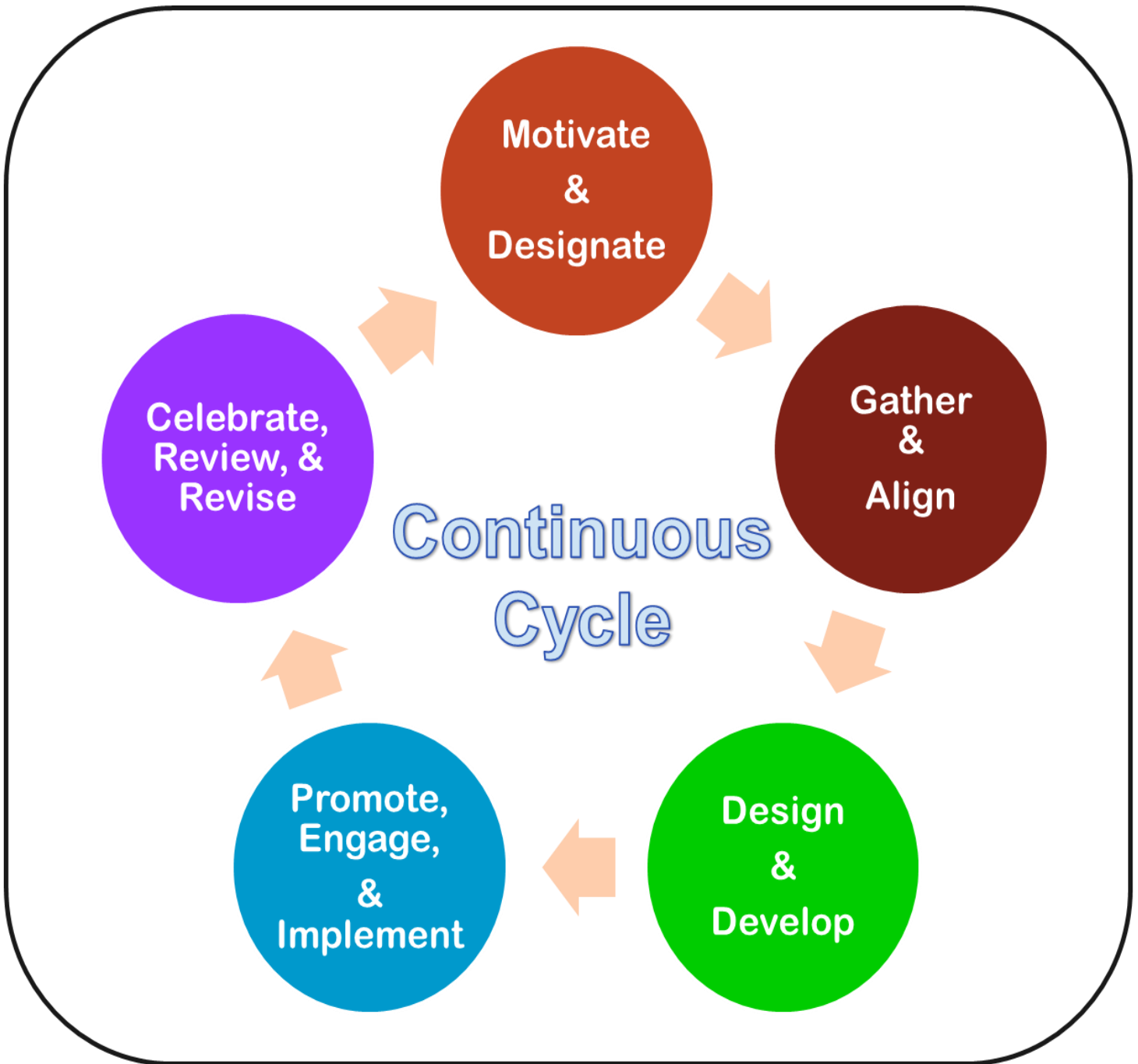
Please note: While some schools have previously used compacts that required signatures from parents, teachers and students, this is not required in the federal law. Signing compacts is optional. A compact is most useful as a communication tool to strengthen home-school relationships, not a contract to be used for corrective purposes.



COMPACT TOOL #1-B TIMELINE FOR YOUR WORK



The cycle repeats annually. The compact needs to be reviewed every year. New data may result in new findings which may require revisions to the compact.



Designating a committee and gathering the data and developing a compact is not a one-time activity. It is paramount to promote the compact and maintain an up-to-date compact through annual reviews and revisions. Celebrate your success, but remember it is a continuous cycle that repeats from one academic year to the next.

COMPACT TOOL #1-C

TIPS FOR DESIGNING EFFECTIVE SURVEYS AND QUESTIONNAIRES

Surveys are designed to help the school staff learn more about their student's families and to identify strengths and areas where improvement is needed. The best way to make sure every student in a school succeeds is to build a strong partnership between families, the school, and the community. With this information, the stakeholders can plan better programs to improve student achievement and create sustaining home-school partnerships.

Surveys and questionnaires can be very powerful and useful research tools. However, if badly constructed they can cause confusion, quickly consume resources, and yield useless data. Please consider the following tips before writing a survey:

- Keep the questions simple and straight forward.
- Begin with a staff survey; annually conduct a survey to record changes and set priorities.
- Surveys need to be completed individually and without names.
- Have completed surveys returned in 48 hours.
- Tabulate the return rate for each survey.
- Participants should be able to respond easily.
- Balance the number of multiple-choice responses with some opinion questions.
 - The person responding will be able to answer more quickly and still have an opportunity to share their opinions. This mix will be easier to tabulate.
- Keep open-ended responses to a minimum.
- Beware of timing of survey (elections). Be aware of local issues that may influence survey results
- Keep surveys short, manageable, and useful.
- Share the results with ALL stakeholders.
- Make no assumptions. If the questions are objective, the responses will be more reliable.

Proper questionnaire construction is one of the most important steps in achieving a successful research project. Good design will aid in increasing the willingness of respondents to complete the questionnaire, as well as improving the accuracy of data collected. The following guidelines and tips will help create the most effective data collection tool possible.

- Make sure each question is clear and reflects what you are asking.
- Do not make the list of response choices too long and be sure they don't overlap.
- Do not use "emotional language" or leading questions.
- Be sure each question asks about a single topic.
- Avoid negatives - especially double negatives.
- Avoid difficult recall questions.
- Put difficult or personal questions toward the end of the survey.
- Consider ahead of time how to handle missing data.
- Keep the number of open-ended questions to a minimum.

Questionnaire design is a learned skill and requires attention to more than just what questions are going to be asked. These tips are intended to help you to design the best questionnaire possible and enable you to collect the most accurate data for your research project.

Please Note: 1. Questionnaires are typically used at the beginning of the school year, while surveys are usually employed toward the end of the school year. 2. Accept all opinions. These opinions are valid perceptions for each person.

COMPACT TOOL #1-D

THE POWER OF PARTNERSHIPS FAMILY SURVEY

Dear Families,

The best way to make sure every student in our school succeeds is to build a strong partnership between families, the school, and the community. The survey below gives you the opportunity to tell us what our school is doing well to support this partnership and what we can do better.

If you would like to help tally and analyze the results, please let us know.

Welcoming All Families into the School Community

Agree Neutral Disagree

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. When I walk into the school, I feel the school is inviting and that this is a place where parents “belong.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The school’s policies and programs reflect, respect, and value the diversity of the families in the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students at the school are treated fairly no matter what their race or cultural background. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I feel welcome at PTA/parent group meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Communicating Effectively

Agree Neutral Disagree

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. The school keeps all families informed about important issues and events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The school makes it easy for families to communicate with teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The school communicates with families in multiple ways (e.g., e-mail, phone, website). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I can talk to the school principal when I need to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. My child’s teacher communicates with me on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. It’s easy to get a translator if I need one | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THE POWER OF PARTNERSHIPS FAMILY SURVEY, continued

Supporting Student Success

- | | Agree | Neutral | Disagree |
|---|--------------------------|--------------------------|--------------------------|
| 11. My child's teacher keeps me well informed about how my child is doing in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I understand the academic standards my child is supposed to meet and how the curriculum is linked.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. My child's teacher and the school give me useful information about how to improve my child's progress.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All students are challenged to do their best. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking Up for Every Child

- | | Agree | Neutral | Disagree |
|---|--------------------------|--------------------------|--------------------------|
| 15. If the school can't help me, they will connect me to someone who can. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I understand the rules and requirements for student dress, language, and behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The school keeps me informed of my rights under federal and state laws and policies and helps me exercise those rights as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I feel empowered to advocate for my own child's and other children's success in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Sharing Power

- | | Agree | Neutral | Disagree |
|---|--------------------------|--------------------------|--------------------------|
| 19. The school consults with me and other families before making important decisions (e.g., changes in curriculum, school policies, dress code). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The school provides opportunities for families to develop relationships and raise concerns with school leaders, public officials, and business and community leaders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Collaborating with Community

- | | Agree | Neutral | Disagree |
|--|--------------------------|--------------------------|--------------------------|
| 21. The school connects students, families, and staff to expanded learning opportunities, community services, and community improvement initiatives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments _____

Your name (optional) _____

COMPACT TOOL #1-E GETTING TO KNOW OUR STUDENTS AND THEIR FAMILIES QUESTIONNAIRE

Our school wants to know more about its students and their families. Please complete the following questionnaire. Thank you for your time.

Cultural Background:

- What is the primary language spoken in your home? What other languages are spoken?

- What does your family do to help your children learn?

- What are some ways you would like the school to recognize and teach about your child's culture?

Involved at Home and at School:

- What are some ways you would like to be more involved in your child's learning?

- What could the school do to help you be more involved?

- When are the most convenient times for you to attend activities and meetings at school?

- What are your transportation and/or child care needs for school activities and meetings?

Concerns, Perspectives and Ideas:

- What would you like us to know about your child? What are his/her interests?

- What is working well for your child at school? What isn't?

- How could you help the school reach out to other families in your community?

COMPACT TOOL #1-F

GATHERING INPUT FROM STUDENTS

In developing compacts, we need to hear what students have to say. What responsibility do they need to take to become successful students who produce work they can be proud of? And what support do they think will be helpful from their teachers and parents?

This tool has three parts:

1. A sample 5th grade student survey, which can be modified according to the skills students are developing in each grade and school. This can be filled out in class or at home, so students can reflect on their strengths and challenges, as well as what help would be useful for them.
2. A sample high school student survey, which can be modified according to the content area. This can be filled out in class or at home, so students can reflect on their strengths and challenges, as well as what help would be useful for them.
3. A short guide (below) for classroom discussion of these same points. The main points of this discussion can be the basis of the student section of your grade-level or content-area compact.

Class Discussion Questions

After students have filled out the survey and thought about their responses, ask the whole class this series of questions:

5th grade

- What do you need to do this year to make sure you learn what you need to know and do your best work, work you can really be proud of?
- What would you like your teacher(s) to do to help you do your best work?
- What would you like your parent(s) to do to help you do your best work?

High School

- What do you need to do this year to learn what you need to and be successful in this class?
- What would you like your teacher(s) to do to help you learn and be successful?
- What would you like your parent(s) to do to help you learn and be successful?

Chart their ideas as students speak, so they can see their responses are being recorded. If students know their ideas will be included in the School-Parent Compact, they will take these questions seriously and show real insight.

SAMPLE SURVEY ON STUDENT LEARNING (5TH GRADE)

Your Name: _____

Reading

- Choosing to read independently
- Reading for a variety of purposes
- Using different strategies to gain meaning
- Writing open-ended responses
- Learning new vocabulary
- Figuring out words I don't know
- Answering questions well

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

Writing

- Writing short answer responses
- Focusing on the topic
- Elaborating
- Using near handwriting
- Learning new vocabulary
- Figuring out words I don't know
- Answering questions well

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

Math

- Basic math facts
- Place value
- Estimation and rounding
- Measurement
- Elapsed time
- Graphing

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

Social Studies and Science

- Citizenship in school
- Using good decision-making skills
- Map skills
- Comparing and contrasting cultures
- Investigation and recording observations
- Analyzing and communicating findings
- Researching further information
- Designing an investigation

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

Personal and Social Development

- Interacting well with others
- Assuming responsibility
- Demonstrating self-confidence
- Speaking clearly and effectively
- Listening and paying attention
- Using self-control
- Participating
- Accepting constructive criticism
- Setting appropriate goals

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

Work Habits

- Following directions the first time
- Being organized
- Working well independently
- Working well cooperatively
- Using reference materials
- Using class time constructively
- Checking work for neatness and accuracy
- Completing assignments on time

I have worked hard on:

Areas I need to work on:

My plan is:

How my teacher can help:

How my family can help:

SAMPLE SURVEY ON STUDENT LEARNING (HIGH SCHOOL)

Algebra 1

- Study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions.
- Connect functions and their associated solutions in both mathematical and real-world situations
- Use technology to collect and explore data and analyze statistical relationships
- Study polynomials of degree one and two, radical expressions, sequences and laws of exponents
- Generate and solve linear systems with two equations and two variables and create new functions through transformations

Knowledge and skills I'm comfortable with:

Areas I need to work on:

My responsibilities in being successful:

Ways my teacher can help:

Ways my parent(s) can help:

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COMPACT STEP #2

GATHER AND ALIGN

OVERVIEW

Description: Aligning the compact to school-wide data, identified needs and the goals of the campus improvement plan for each grade level or content area makes the compact a meaningful tool for involving all stakeholders as partners. In this step of the compact development process, each grade level or content area identifies priority goals and drafts some ideas for home learning strategies to share with families and students for their input.

Legal Reference: Section 1116 (d), Section 1112 (b)(1)

Critical Success Factors:

1. Improve Academic Performance
2. Increase the Use of Quality Data to Drive Instruction
3. Increase Leadership Effectiveness
5. Increase Family and Community Engagement

Tool #2-A: Gather and Align Process lays out a step-by-step process for translating your goals, linking them to priorities in the campus improvement plan, and then identifying specific home learning strategies to carry out the priorities.

Tool #2-B: Aligning Process Template may be useful in the aligning process.

Tool #2-C: Four Examples provides various samples of the application in the alignment process. These samples have been provided as a visual, if needed, to start the conversations on your campus.

Value Added Resources:

- Don't Forget the Students <http://ctschoolparentcompact.org/videos/step-6-dont-forget-students/>
- Making the Most of School-Parent Compacts (ASCD Publication), http://www.ascd.org/publications_educational_leadership/may11/vol68/num08/Making_the_Most_of_School-Family_Compacts.aspx
- Data Gathering Tools, Learning Space Toolkit <http://learningspacetoolkit.org/needs-assessment/data-gathering-tools-2/>

COMPACT TOOL #2-A

THE GATHER AND ALIGN PROCESS

Do families, students, and teachers understand the goals of the campus improvement plan? The school-parent compact offers a great opportunity to explain the goals and decide what students, parents, and teachers can do together. To reach those goals, everyone needs to be on board!

Yet, there's one hitch: many school improvement goals are overly general and hard to understand. First, write the goals in family-friendly language and then break them down into specific steps that can be implemented to reach them. These steps will form the basis of the school-parent compact.

This tool lays out a step-by-step process for translating your goals, linking them to priorities in the campus improvement plan, and then identifying specific home learning strategies to carry out the priorities. A template and examples have been provided.

- One:** Pick one of the campus improvement plan goals. *What does it say? How can it be explained to families?*
- Two:** Revise the wording so that it's family-friendly and clearly explains what should happen. Also, consider using this wording for your newsletters, posters, and other communications about the school-parent compact to improve student achievement.
- Three:** In the campus improvement plan, what high priority actions are listed that match the goal? As a grade level or content area, use the data to identify the greatest challenges: *What skills does the data show that students need to strengthen most? Prioritize these by degree of need: What will help develop the other skills in the long run? Which skills are building blocks for other skills?* Select no more than two of these for the compact.
- Four:** Identify and develop two or three "bang-for-your-buck" learning strategies that are linked to the high priority actions. Remember, these are draft strategies to help jump-start the conversation with families. Families will be an important part of finalizing the strategies that are put into practice. When they have a voice in these strategies, families are much more likely to use them.

Share the home learning strategies with families and students for their input. After explaining what skills and knowledge students should be focusing on, give them time to ask questions and come up with ideas about what they can do. Be sure to ask families what information and support they will need from teachers to put the home learning strategies into action. *How can we help you use these strategies? What information do you need to do them effectively?*

COMPACT TOOL #2-B ALIGNING PROCESS TEMPLATE

Action	ONE Look at the original CIP Goals	TWO Revise the wording to make the goal family-friendly	THREE Link the goal to high priority actions in your school-parent compact	FOUR Identify strategies teachers and families can use to reach the high priority goals
Who	School-Parent Compact Committee Site-based Decision Making Committee School-Parent Compact Committee Teachers in Grade-Level or Content-Area Groups			
Suggested Resources	Campus Improvement Plan Campus Improvement Plan Student Achievement Data Teacher experience -Education websites Supporting information in adopted instructional materials			

Compact Tool #2-B is a template that provides a way to transform the CIP goals and verbiage into family-friendly language and practical strategies. There are four actions that the school-parent compact committee can follow while they seek clarification and input from our groups.

<p>ONE</p> <p>Look at the original CIP Goal</p>	
<p>TWO</p> <p>Revise the wording to make the goal family-friendly</p>	
<p>THREE</p> <p>Link the goal to high priority actions in your school-parent compact</p>	
<p>FOUR</p> <p>Identify strategies teachers and families can use to reach the high priority goals</p>	

COMPACT TOOL #2-C FOUR EXAMPLES

First Example: Elementary School Reading Goal

<p>Look at the original CIP Goal</p> <p><i>Student proficiency in reading on STAAR will increase by 10% over two years.</i></p> <p>Not clear:</p> <ul style="list-style-type: none"> • Will all students improve by 10%? • Or will 10% more students reach proficiency? • Where are we now? 	<p>Revise the wording to make the goal family-friendly</p> <p><i>Over the next two years, 10% more of our students will become proficient in reading on State of Texas Assessments of Academic Readiness (STAAR).</i></p> <p><i>For example, the fourth graders who are proficient in reading will move from ___% to ___%.</i></p>	<p>Link the goal to high priority actions in your school-parent compact</p> <p>Example from 1st grade: Our first grade data show a weakness in sight word vocabulary and application of sight words to text passages.</p> <p>Example from 5th grade: Our 5th grade STAAR results show that students are having difficulty making connections from non-fiction passages to situations in real life.</p> <p>(Note: Only two grade-level examples are given to save space.)</p>	<p>Identify strategies teachers and families can use to reach the high priority goals</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Teachers will focus on vocabulary development – sight words and phonetic pronunciations. • Monthly word lists will be sent to each family. • The school web page/parent section will include the words of the month. • The literacy coach will hold three parent workshops per year on extending vocabulary development. <p>Grade 5:</p> <ul style="list-style-type: none"> • Teachers will focus on strengthening students' ability to make text-to-self connections in non-fiction reading. • At back to school night, each classroom teacher will conduct a short lesson to explain text connecting and how families can continue this learning at home. • Samples of text connecting will be included in the monthly newsletter and on the website. • Two workshops per year will be provided to assist families in strengthening text connecting, with examples from STAAR as a foundation for each lesson.
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Second Example: High School English Goal

<p>Look at the original CIP Goal</p> <p><i>On the English I EOC, the scores at Level 2 Satisfactory will increase by 15% over a three year period.</i></p> <p>Not clear:</p> <ul style="list-style-type: none"> • What is Level 2 Satisfactory? • Will all students' scores improve 15% or will the percent of students who are Level 2 Satisfactory increase by 15%? • What percent of our students are at Level 2 Satisfactory now? 	<p>Revise the wording to make the goal family-friendly</p> <p><i>On the English I EOC, the number of students who score at Level 2 Satisfactory will increase by 15% over the next three years.</i></p> <p><i>For example, the percent of students taking the English I EOC will increase from ___% to ___%.</i></p>	<p>Link the goal to high priority actions in your school-parent compact</p> <p>Weakness: idea development in expository writing.</p>	<p>Identify strategies teachers and families can use to reach the high priority goals</p> <p>Teachers will provide examples of strong idea development and provide parents with probing questions for parents to use to support idea development when students are working on content related writing assignments at home.</p> <p>The campus will host one Writing Workshop per semester for parents and students to engage in writing activities, highlight effective writing techniques, and showcase writing.</p> <p>Teachers will feature writing tips on the school website.</p>
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Third Example: Positive Behavior Goal

<p>Look at the original CIP Goal</p> <p>PBIS* will be implemented throughout our school and each classroom, reducing referrals and suspensions by 15% over a two-year period.</p> <p>Not clear:</p> <ul style="list-style-type: none"> • What is PBIS? • Does this mean that 15% fewer students will be referred and suspended? • Or will there be 15% fewer incidents requiring referral or suspension? • How many students get in trouble now? 	<p>Revise the wording to make the goal family-friendly</p> <p>All school staff will learn to use a new system to support positive behavior called PBIS (Positive Behavioral Intervention & Supports). Over the next two years, this will reduce the number of referrals and suspensions by 15%.</p> <p><i>In the next two years, referrals to the principal's office will go down from ___ to ___. Suspensions from school will go down from ___ to ___. (Make sure these numbers show a 15% decrease!)</i></p>	<p>Link the goal to high priority actions in your school-parent compact</p> <p>Grade level data teams determined that student behavior was affecting academic achievement across all grade levels.</p>	<p>Identify strategies teachers and families can use to reach the high priority goals</p> <p>Each classroom will introduce PBIS at their orientation and provide parents with sample strategies to continue with these supports at home.</p> <p>A PBIS section will be included in each newsletter highlighting good deeds and positive modeling by students and teachers.</p> <p>Host a speaker series, which will focus on Positive Behavioral Intervention & Supports which can be done at home.</p>
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*Positive Behavioral Intervention & Supports (PBIS) is a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. <http://www.pbis.org/> or <http://www.pbis.org/pbis-network/texas>

Fourth Example: Elementary School Math Goal

<p>Look at the original CIP Goal</p> <p><i>Students' ability in math concepts as measured by teacher observation and state test scores will increase by 15% over a three year period.</i></p> <p>Not clear:</p> <ul style="list-style-type: none"> • Does ability mean performance? • What will teachers observe? • How are students doing now? 	<p>Revise the wording to make the goal family-friendly</p> <p>Student's knowledge and skills in math, as measured on STAAR as well as teacher assessments, will improve by 15% over the next three years.</p> <p><i>For example, all students will improve their math scores on the STAAR by 5% per year in the next three years from ___ to ___.</i></p>	<p>Link the goal to high priority actions in your school-parent compact</p> <p>Example from 3rd grade: Our latest STAAR and district wide data repeatedly show that students need clear and frequent instruction in estimation and measurement in grades K-3.</p> <p>Example from 6th grade: Data from pre-tests, classroom observations, and STAAR results show the need for clear instruction and more practice on problem solving skills.</p> <p>(Note: Only two grade-level examples are given to save space.)</p>	<p>Identify strategies teachers and families can use to reach the high priority goals</p> <p>Grade 3:</p> <ul style="list-style-type: none"> • Our students will concentrate on mastering skills in estimation and measurement. • Teachers will send home a packet of materials for students to use (ruler, compass, and tape) with fun activities for students and parents to do at home. • The math coach will host a "Measuring for Success" evening twice per year to make parents aware of the skills the students are expected to know by the end of grade 3. <p>Grade 6:</p> <ul style="list-style-type: none"> • Teachers will send home samples of problem-solving techniques monthly, with tips to identify key words/phrases that helps students choose the correct operation for solving a variety of math problems. • Samples of word problems will be included in each classroom newsletter. • A family math game night, (Solving Math Mysteries: What's the Problem?) will be held in the fall and spring semester to demonstrate to parents similar teaching strategies used in class, along with problems at home.
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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

4*

3rd Thursdays

Family Fun Learning Adventures!

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

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

Join us for a "Literacy Safari" 3rd Thursday in October.

Safari gear and refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES

3rd Thursday in January, March & May
Detailed information will be sent home.

Communication about Student Learning

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

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

Do you have questions about your child's progress?

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

School-Parent Compact for Achievement 2012-2013

4th Grade Focus for Student Success



Nutmeg Elementary School

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



Our Goals for Student Achievement

IA

District Goals

The Board of Education sets goals for the entire district.

The district goals for 2014–2015 are:

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

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

Nutmeg School District

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

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

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

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

- » Place value and estimation in grades K-6



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

Teachers, Parents, Students - Together for Success

In the 4th Grade Classroom

IB

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

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

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:

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

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

2

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.
- » Play word games with the new vocabulary words and find ways to use these words in family conversations.
- » Look for the class newsletter each month and check out the school Web site.

3



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?

5

- 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.
- Parents can provide feedback on the compact at anytime during the school year. Please call (555) 555-5555 or visit our Web site, www.website.org, for more information on the school-parent compact.

Parent Outreach Opportunities

4

There are many opportunities for parents to be involved and learn about Challenge 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
- Parent Involvement Day
- Parent Volunteer Program
- P.A.T. (Parents As Tutors)
- Open House
- Parent Teacher Conferences
- Daily School Tours

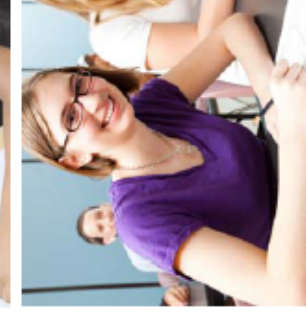
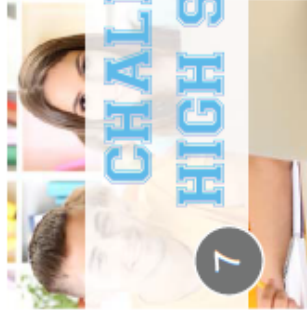
Please call (555) 555-555 ext. 100 to schedule an appointment with your student's teachers or visit our Web site, www.website.org, and click on the Parent Information link to learn more information.

School and Home Communication

6

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

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



2014-2015

SCHOOL-PARENT COMPACT

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

District Goals

- Increase student scores on the American Literature EOCT by 5 percent on the 2015 administration.
- Increase student scores on the 9th grade Literature EOCT by 5 percent on the 2015 administration.
- IA School Goals**
 - 87 percent - School score on the Georgia High School Graduation Writing Test for first time test takers.
 - 84 percent - School score on the EOCT in 9th grade Literature and American Literature for the first time test takers.



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

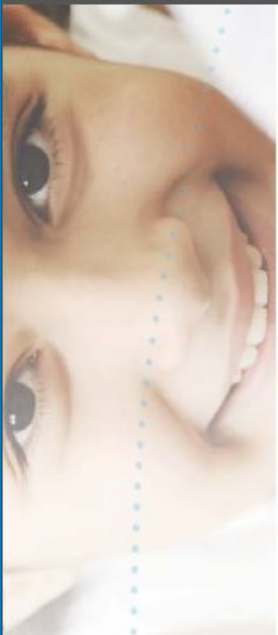
- 1B** As a school - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.
- 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.



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.

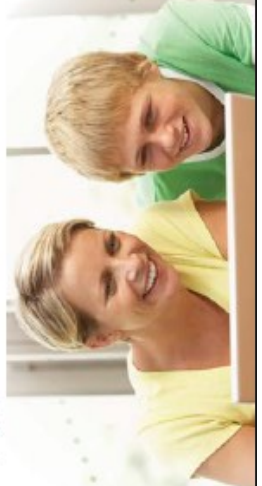
Effective compacts:

- 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

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 123-456-7890 or visit our website, www.schoolwebsite.org, for more information on the school-parent compact



Building Partnerships

Award 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 websites/blogs
- Parent Resource Center—(M-F 9:00 am–6:00pm)
- Grade Level Curriculum Night Potluck Dinners
- To make an appointment with your child's teachers, visit the school faculty Web page or call 123-456-0987

Communication About Student Learning

Award 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
- To make an appointment with your child's teachers, visit the school faculty Web page or call 123-456-0987

Parental Involvement

There are many opportunities at our school for parents to volunteer and play a role in their child's education.

- Please consider joining the faculty, staff, and your student through some of the following events and programs -
- Parental Classroom Observation Days—2nd Friday each month
- Parent-teacher mentor program
- Parent Involvement Day—November 19, 2014
- Parent Tutor and Volunteer Program
- To participate or learn more about these opportunities or other ways to observe and volunteer, please contact Ms. Julie Wilson at (123) 456-7890 or email at jwilson@email.org

Award Middle School

2014-2015

SCHOOL-PARENT COMPACT

Revised June 1, 2014

123-456-0987

www.schoolwebsite.org

E-mail: School@emailaddress.org



1A

Academic Achievement Goals

District Goals

- Student performance on the Math CRCT will increase from 86 percent Meets/Exceeds to 89 percent.
- Student performance on the Science CRCT will increase from 78 percent Meets/Exceeds to 82 percent.

School Goals

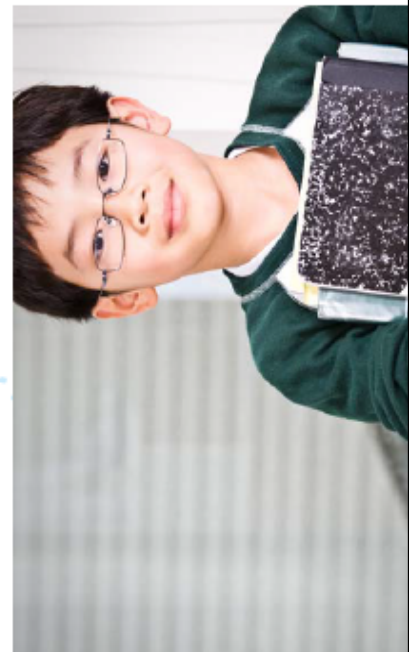
- 80 percent of students will score at Meets or Exceeds on the Math CRCT for the April 2015 test administration
- 75 percent of students will score at Meets or Exceeds on the Science CRCT for the April 2015 test administration

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...

- 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.

As parents, we will...

- 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 and ensure the packet is completed every six weeks.
- 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.

3

As students, we will...

- 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:

COMPACT TOOL #3-B

GUIDE TO QUALITY: TITLE I, PART A SCHOOL-PARENT COMPACT

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided. Each school receiving Title I, Part A funds must develop, with families of participating children, a written parental involvement policy and a school-parent compact. Although the compact can be included as a part of the parental involvement policy, they are usually developed as two separate documents.

	Does the School-Parent Compact:	Section of Title I Law	To make the compact more effective:
School's Role	1-A Clearly explain school academic goals. (It is recommended to identify one or two school goals of highest academic need and fundamental academic focus areas).	1116(d)	<ul style="list-style-type: none"> •Link actions in the compact to goals in the improvement plan. •Use achievement data to set specific goals. •Talk with teachers to specify the most fundamental academic focus areas.
	1-B Describe ways that the school will provide parents with strategies/activities to assist their child with the high quality curriculum and instruction.	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> •Describe how teachers will help parents understand what children are learning and doing in class. •Specify how teachers will support parent participation in learning activities.
	Provide information and actions specific to each grade level, tied to the improvement plan.	Best practice, but not required	<ul style="list-style-type: none"> •Include high-impact actions for each grade level, designed by grade-level teams with parents.
Parent's Role	2 Describe specific ways parents will be responsible for supporting their children's learning.	1116(d)	<ul style="list-style-type: none"> •Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the improvement plan.	Best practice, but 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.
Student's Role	3 Describe specific ways students will be responsible for learning.	1116(d)	<ul style="list-style-type: none"> •Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the improvement plan.	Best practice, but 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.
Develop Partnership	4 Describe school activities to build partnership with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.	1116(d) 1116(d)(2)	<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 times and days.
Jointly Developed	5 Describe how parents are involved in developing and revising 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 are involved. •Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and get regular tips on home-learning.	1116(d)(2)(A-B)	<ul style="list-style-type: none"> •Include parent-teacher conferences at least once a year, at which the compact will be discussed (only required in elementary). •Include follow-up steps to support parents and students. •Consult with parents on communication strategies that work best for them.
	7 Ensure that the language and format are appropriate and family-friendly.	1116€(5) 1116(f)	<ul style="list-style-type: none"> •Work with parents to identify and eliminate jargon and negative/condescending language. •Engage parents/staff with design skills to create an innovative and eye-appealing compact. •Translate the compact and other communications into a language parents understand. Sometimes oral translation needs to be provided through a competent interpreter.

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COMPACT TOOL #3-C
SCHOOL-PARENT COMPACT TEMPLATE

What Is a School-Parent Compact?

Jointly Developed with Parents

Activities to Build Partnerships

4

Communicating about Learning

6

School-Parent Compact

7

School year
 School website
 Telephone number

Year

When the compact committee drafts the compact do not include the numbered boxes on the document. The numbered boxes are provided as a guide for your convenience. Also, as the sample compacts illustrate, the seven key elements of a compact (see Tool #3-C Guide to Quality) can be arranged in a variety of ways.

Students

3

In the Classroom

1B

*Teachers, Parents, Students -
Together for Success*

At Home

2

**Our Goals for Student
Achievement**

District Goals

1A

School Goals

COMPACT TOOL #3-D SCHOOL-PARENT COMPACT CHECKLIST

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact:

- is a written agreement between the school and the parents of children participating in Title I, Part A programs
- identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
- outlines the activities that the parents and school staff will undertake to maintain two-way communication and develop a partnership to help the children achieve the State's high academic standards.

The compact tool #5-C, page 60, is a thorough checklist identifying all the statutory requirements in a school-parent compact. The committee charged with writing the compact may find it useful to cross check the content of the compact with the checklist that is used by the Texas Education Agency.



***As a parent or guardian, your involvement in your child's education
Is the most important factor in your child's success in school.***

COMPACT TOOL #3-E

QUESTIONS TO REVIEW THE DESIGN AND DEVELOP PROCESS

Your compact is like a blueprint. It's a plan for building a partnership between parents and teachers to improve student achievement.

The school-parent compact, when it is completed, should identify:

the purpose of the school-parent compact



the primary district and school academic goals



the principle stakeholders and their responsibilities



As the school-parent compact is designed and developed and then promoted within the school community, ask these questions:

- Did you win buy-in from the school staff, most notably from the school principal, and also from parents and families?
- Did you include parents on the committee that designed and developed the compact?
- Did you review findings gathered in the most recent comprehensive needs assessment?
- Did you provide surveys to teachers and school staff? To parents? And to students?
- Did you assess your families' interests and strengths as well as the challenges?
- Did you review the priorities and goals in the district and campus improvement plans?
- Did you align the goals in the compact with some of the identified goals in the district and campus improvement plans?
- Did you gather input from each grade level?
- Did you maintain a record of the compact committee meetings: Sign-in sheet? Agenda? Minutes? Copy of key handouts?
- Are the suggestions for student success relevant, reasonable, and practical?
- Are the suggestions about building partnerships and facilitating communication relevant, reasonable, and practical?
- Do you have a timeline in place using the model of Compact Tool #1-B?
- Did you design and develop the compact using the model Compact Template Tool #3-C?
- Did you review the compact using the Compact Tool #3-E and #5-C?
- Is the compact at various grade levels in a uniform format and in a language parents can understand?
- Do you have strategies in place to introduce and implement the compact?
- What is the process to review, revise, and celebrate the compact?

When the committee charged with the design and development of the school-parent compact can confidently answer the above questions in the affirmative or provide a reasonable description of the process, then the compact is ready to be presented to the school principal for approval. When he/she says, "Yes," then actively promote the compact among school staff, families, and students.

COMPACT STEP #4

PROMOTE, ENGAGE, AND IMPLEMENT

OVERVIEW

Description: This section has three intended outcomes - *promote* the compact to all stakeholders, develop relationships with families to *engage* them, and *implement* the tool to strengthen partnerships for student achievement. Ongoing, meaningful, two-way communication is a goal of Title I, Part A. The compact is a means to make this happen.

This section addresses the importance of ...

- Sharing the compacts with all stakeholders (school personnel, families, & community members)
- Making our families feel welcome in the school so that we may more easily engage them in a full partnership for student achievement
- Implementing the compacts so parents and teachers can partner to help students develop crucial academic skills

Legal Reference: Section 1116 (d) and (e)

Critical Success Factors:

1. Improve Academic Performance
2. Increase the Use of Quality Data to Drive Instruction
4. Increased Learning Time
5. Increase Family and Community Engagement
6. Improve School Climate

Tool #4-A : Promote the Compact - Provide ideas for getting the compact in front of all stakeholders, so it can help everyone see how families and teachers will collaborate for the benefit of students. This tool also addresses sharing the compact to keep the community aware of the school improvement goals.

Tool #4-B: Welcome and Engage Families - Schools that successfully create strong partnerships for student achievement reach out to families and connect them to teachers and to what their children are learning and doing in class.

Tool #4-C: Implement the Compact - At workshops, class meetings or orientation events, share the grade level goals with families. Follow up with two-way conversations among teachers and families at the different grade levels about how to work together to support the goals and co-create home-learning strategies families can use on a regular basis.

Value Added Resources

- [Parent-Teacher Conversations About Learning – demo Videos](#)

COMPACT TOOL #4-A

PROMOTE THE COMPACT

Developing a strong compact is a wonderful accomplishment. The next step is to ensure it gets out there and has an impact! Present the compact to help everyone see how families and teachers will collaborate for the benefit of students. Use it to keep the community aware of the school improvement goals. Also the compact may spark ideas in families and teachers about how to do even more. Here are some ideas for sharing the compact:

Tip 1. Include the compact in school information and materials. For example, include in orientation packets sent to families at the beginning of the year with a personal note. Tell stakeholders, briefly, what it is and how the goals of the compact are going to be the focus of the year in each grade level.



Bright Idea: One campus changed its Fall Back to School Night to focus on the compact at each grade level. The teachers greet the families in their classrooms and go over the strategies and details of the compact, explaining how families can be engaged at home to support the school goals for student achievement.

Tip 2. Display the compact. Put it up on the website and make sure learning activities and events are posted on the home page. Hang an attractive and enlarged version in the hallway for all to see when they enter. Display grade-level compacts in classrooms. Have copies in the office for all visitors and volunteers. Put extra copies in the guidance office. Post at post office and neighborhood businesses.

Tip 3. Discuss the compact at parent-teacher conferences. The law states that the compact shall be discussed, as it relates to the individual child's achievement, during parent-teacher conference in elementary schools at least annually.

Section 1116 (d) (2) (A) Remember to document that this took place!

Tip 4. Keep it going. Review the compact at meetings and school functions. Refer to the compact at faculty meetings to remind teachers about reaching their classroom goals. Ask teachers to share their experiences using the compact and the activities laid out in it. Automated messaging systems are handy for mentioning the compact and reminding families of its purpose, alerting families about upcoming learning events, sending home a learning tip of the week, and reminding families to bring the compact to parent-teacher conferences. The school newsletter can have tips from workshops and learning events, such as simple math games for families, five words of the week, or other learning strategies.

Tip 5. Bring everyone on board. Let your entire staff know what the goals are of the compact and brainstorm ideas for how they can help. Write announcements for the principal to promote activities and workshops planned through the compact, and to make reports on progress toward the goals in the compact.

Tip 6. Community partners may be enlisted to help promote the compact. Approach local community groups, faith-based organizations, and businesses to bring about awareness of your compact, explain its purpose, and enlist help in fostering partnerships between parents, schools, and community partners and supporting school achievement goals.

GET THE WORD OUT! USE MULTIPLE APPROACHES!

COMPACT TOOL #4-B

WELCOME AND ENGAGE FAMILIES

Engaging families in activities at school is DIFFICULT. Schools that do this successfully welcome families, honor who they are and what they can contribute, and connect them to teachers and to what their children are learning and doing in class.

Before families will step in and help with academic skills, they need to feel comfortable, invited, and able to do what we ask of them. It's not just what we do, but how we do it. Here are some strategies that schools are using to reach out and engage families.

Welcome families and make sure they feel fully invited.

- Greet families outside the building before and after school. Use this time to promote the compacts, remind them of upcoming events and activities, and offer helpful learning strategies.
- In addition to sending flyers, call families with a personal invitation to activities and conferences.
- Organize a “buddy system” to draw parents to learning activities. Parent “buddies” can reach out to new families, stop by their homes to welcome them to the school, and offer to accompany them to the next school event/activity. Buddies can also develop grade-level parent groups to support families in reaching school and students learning goals.

Honor families and ask for their ideas.

- Translate materials into families’ home languages whenever possible and be sure there is someone who can interpret at all meetings for families. [Section 1116 \(e\) \(5\)](#)
- Have events and activities at times and places that are convenient for families. Ask families what works for them. Have an ice cream social in a local park or offer coffee with the principal.
- Invite the whole family and offer fun learning activities for children. Light nutritional snacks may be served. (See FAQ page 73)
- Involve families in planning activities for parents and use their ideas. Recognize their expertise about what will attract other families and best days/times. Enlist parents to call and recruit others, host house meetings, conduct and tally family surveys, organize childcare, and form car pools.

Connect families to what their children are learning.

- Hold exhibitions of student work and show parents how to use rubrics to assess quality of work. Ask students to explain what they learned from doing a project or assignment.
- Invite parents to observe classes and learn how teachers set up the classroom for learning.
- Open a Family Resource Area – create an inviting place to gather and lend learning materials and games, collect information about colleges and other post-secondary training programs, and assist with questions.
- Send home interactive homework assignments and learning kits weekly, along with a folder of graded student work.
- Hold structured grade-level or classroom *learning conversations* between teachers and parents to discuss how they can work together to help children develop crucial academic skills and accomplish the grade-level goals addressed in the compact. See [Tool #4C](#) for an outline of this conversation.

COMPACT TOOL #4-C IMPLEMENT THE COMPACT

Parent-Teacher Learning Conversations

The goal of learning conversations between teachers and families is to discuss data and strategies that can be used at home to address learning goals. Follow up later in the year to assess progress and revise goals and plans. (Note: These are *not* individual parent-teacher conferences.)

Learning conversations can take place as part of activities that the school is already doing. Families can meet with teachers to discuss learning goals and home strategies during events such as back-to-school night, Annual Title I meeting, open house, PTA/PTO meeting, and professional development day.

1. Icebreaker/welcome (10 mins) Seat families in small groups.

- Start with small group sharing on what families are doing at home to help their child.
- Ask groups to report out ideas and chart the answers.

2. Share data on key skills (10 mins)

- Share the learning goals for the year and explain the reading and math skills where students need the most help. (Share data used to set goals.)
- Explain the skills and how they are measured. (Example: Fourth graders should be able to read 105 words/minute with expression. Our students average 62 words and only 15% are at grade level.)

3. Model teaching strategies (5 mins) “Here is something that I do with your children that you could do at home.” Pick 1-2 strategies that parents can easily use at home.

4. Practice this activity in small groups (10 mins) Have parents pair up. One parent plays the child, and the other parent tries out the strategy that the teacher just modeled. Then parents switch roles and practice again. (During this activity, walk around and coach the parents as needed.)

5. Help parents to set realistic learning goals (5 mins) For example: “If your child is at a 62 in fluency now, where would you want him/her to be in January? What will you do to get them there?” Coach families to set realistic goals.

6. Ask parents: “How can I help you and your child accomplish this goal and make growth? (10 mins) Chart parents’ questions and ideas. (Examples: Can we come watch you teach this in class? Can you record weekly progress in my child’s folder/planner? Can we borrow books, games, etc. from your class?)

7. Closing (5 mins) Explain how you will follow up. Share your contact information.

Short Video Clips that Demonstrate These 7 Steps

<http://ctschoollparentcompact.org/learning-conversation/>

COMPACT STEP #5 CELEBRATE, REVIEW, AND REVISE

OVERVIEW

Description: This section covers the importance of viewing the compact as a cycle of continuous improvement. Continuous improvement means reviewing plans and goals to determine what has been achieved, what is working, and what needs to change for improvement. As goals and priorities that have been identified in the campus improvement plan and needs assessments are met, new ones are identified. Then the compact is revised to reflect these changes. Finally, it is important to highlight all the work that has been done, celebrate goals that have been reached, and build momentum for the next year.

Legal Reference: Section 1116, (d)(2)(A)
Section 1116 (a)(2)(E) and (b) (1)

Critical Success Factors:

1. Improve Academic Performance
2. Increase the Use of Quality Data to Drive Instruction
5. Increase Family and Community Engagement

Celebrate

A lot of work has been provided to revitalize your old compact. Take an opportunity to celebrate and appreciate those involved. Ending the year on a positive note will help build momentum for the next year.

Every June, the Middletown School District holds a dinner party for the school compact teams to celebrate the highlights of the school year, called “Grow and Glow.” Teams of teachers, parents, and community members dine and share their successes. Each school does a display and presentation about their School-Parent Compacts. Each display showcases what has happened as a result of the compact’s programs and goals and what steps will be taken to improve next year.

<http://ctschoollparentcompact.org/videos/step-10-review-revise-progress/>

For example, Bielefield Elementary School reported hosting an “Estimation Night” to address the district’s low scores on math estimation. The school’s compact included grade-level family learning activities to strengthen estimation skills.

Many schools reported interesting activities to support their reading goals.

- Students dressed as their favorite character on Book Character Day, held to highlight the goals of the 4th grade compact.
- Family Funny Reading Night on April Fools Day – a great use of marketing, humor and having fun, tied to school goals around reading communications with families was another popular topic.
- Teachers surveyed parents about what they needed at home to support learning, then structured activities for families around these responses

PTA/PTO holds some “Chat and Chew” meetings during the day to reach ELL parents This is a wonderful way to share ideas and convey the importance of engaging families to the quality of the school district. It brings closure at the end of a job well done, and it renews energy for the coming year.

Review

Tool #5-A: Summary of Evaluation Tools is a chart showing advantages and disadvantages of these three methods of reviewing the school parent compact.

Summary of Evaluation Tools			
There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parental Involvement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parental Involvement Programs and Policy. Refer to the chart below for a summary of the evaluation tools.			
Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
Target Audience	Title I Parents	Title I Parents	Title I Parents
Description	Focus groups are small groups of parents who come together in a confidential setting for structured evaluation to gather data on parental involvement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parental involvement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents the opportunity to provide feedback on parental involvement policy and programs.

Tool #5-B: Focus Group and Open Group Facilitation Template gives guidance and questions for conducting a school-parent compact focus group or open group review.

Focus Group Facilitation Template	
<p>A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their Parent School Compacts; however, it would require that many focus group meetings be held to ensure all parents are given an opportunity to participate. Focus groups can also be used as supplemental evaluation to follow-up on the feedback that is received from surveys.</p> <p>Pull a few parents into small groups during a celebration, learning activity, PTA/PTO meeting, parent-teacher conferences, celebrations or other events. Try to make sure that the groups together represent the diversity of your families. You may have to offer multiple meetings to make sure all parents have the opportunity to participate. Keeping the groups small (10-12 people) makes it less intimidating, so participants feel free to speak up.</p>	

Revise

Once parents have provided input and helped review the compact the next step is to revise the compact to make sure it aligns with the campus plans and goals and continues to foster what's working while improving on growth areas.

Tool #5-C: School-Parent Compact Checklist Is an evaluation tool to review the completeness of a compact. The checklist helps identify what needs to be revised, updated, and changed

COMPACT TOOL #5-C SCHOOL-PARENT COMPACT CHECKLIST		
<p>Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.</p> <p>Please use the checklist below as a support tool in helping you create and assess your school-parent compact:</p>		
Yes	No	
		Does the school have a current year school-parent compact? PL 107-110 section 1118 (d)
		Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) PL 107-110 Section 1118 (b)(1)
		Was the school-parent compact jointly developed with parents/families? PL 107-110 Section 1118 (d)




Value Added Resources

- Using Focus Groups to Get Student Feedback, Carnegie Mellon, <http://www.cmu.edu/teaching/assessment/howto/assessteaching/focusGroups.html>
- Using Focus Groups in Schools http://www.sagepub.com/upm-data/7305_jayanthi_ch_1.pdf
- Conducting a Focus Group, Lehigh University <http://www.cse.lehigh.edu/~glennb/mm/FocusGroups.htm>

COMPACT TOOL #5-A

SUMMARY OF EVALUATION TOOLS

There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parental Involvement Policy and school-parent compact. Using multiple methods results in a better review of the compact. Refer to the chart below for a summary of the evaluation tools.

Evaluation Tool	Focus Group 	Surveys 	Open Discussion Forum 
Target Audience	Title I Parents	Title I Parents	Title I Parents
Description	Focus groups are small groups of parents who come together in a confidential setting for structured evaluation to gather data on parental involvement policy and programs.	Surveys are a commonly used method for collecting parent feedback in an anonymous format about parental involvement policy and programs.	Open Discussion Forums are similar to town hall meetings, allowing large groups of parents the opportunity to provide feedback on parental involvement policy and
Advantages	<ul style="list-style-type: none"> • Observe and hear parent expressions firsthand. • An open and safe environment that encourages parents to engage in discussion. • People are willing to talk longer face-to-face versus filling out a form or talking on the phone. • Implement a focus group without the need for excessive costs. 	<ul style="list-style-type: none"> • Allows parents and families to respond at their leisure with a specified return date. • Commonly viewed as less intrusive and more private than other evaluation methods. • A very effective way to give all parents an opportunity to be part of the evaluation process. • Receive more accurate answers to sensitive questions because it's confidential. 	<ul style="list-style-type: none"> • Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time. • Allows for a large audience or group of parents to participate. • Multiple meetings can be held to accommodate various schedules. • Provides the opportunity to get direct feedback.
Disadvantages	<ul style="list-style-type: none"> • Limits the number of opinions at one time that could come from having a larger or wider audience. • Group conversation may be dominated by only a few parents which would result in only their opinions being heard. • The facilitator needs to find a centralized location to have the meetings, send out notices about the focus group and make arrangements for parents without transportation to attend. 	<ul style="list-style-type: none"> • Not all parents may be able to participate due to low literacy levels. • Requires persistence with follow-up and tracking to ensure high response rate. • Some surveys require parents to have access to a computer to participate. • Mailing surveys can get expensive with the costs associated with postage, labels, copies and envelopes. • No face to face interaction to gauge the conversation and determine sincerity. 	<ul style="list-style-type: none"> • Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of your audience. • Leading the meeting may be difficult to facilitate and ensure you allot time for a majority of parents to comment. • It could be hard to regain control of the group once it is lost. • The cost of transportation and childcare can cause this cost-effective meeting to become expensive if it's held multiple times.

COMPACT TOOL #5-B

FOCUS GROUP AND OPEN GROUP FACILITATION TEMPLATE

Focus Group

A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their school-parent compacts; however, it would require that many focus group meetings be held to ensure all parents are given an opportunity to participate. Focus groups can also be used as supplemental evaluation to follow-up on the feedback that is received from surveys.

Invite a few parents into small groups during a celebration, learning activity, PTA/PTO meeting, parent-teacher conferences, or other events. Try to make sure that the groups together represent the diversity of your families. You may have to offer multiple meetings to make sure all families have the opportunity to participate. Keeping the groups small (10-12 people) makes it less intimidating, so participants feel free to speak up.

Asking these questions in small groups rather than in a written survey allows for discussion and the exchange of ideas and experiences. In settings like these, relationships develop, volunteers step up, and leaders emerge. Remember, it's all about the conversations!

Open Group

An open group meeting provides a way to gather input from many different people in a large format. This can be challenging to facilitate and organize but with effective planning it can yield a large amount of participation and data for evaluating your school-parent compact.

Some things to consider is having a large and centralized place to meet that is also welcoming and will foster participation. It is important to making sure child care, language translation, and other barriers to participation are planned for. Allotting for time, different points of view, and other group facilitation challenges must be considered when planning an effective open group meeting.

One way that this can be achieved is a question gallery walk. The questions listed below and others created by the district are written above chart paper around the room. Breaking the participants into smaller group and having them spend a set amount of time brain storming responses at each question allow for everyone to participate and gain others view points as they move from question station to question station. It is important that facilitators move about the room praising, encouraging, and keeping the groups motivated and focused. After all participants have spent time at each question station the facilitator can gather everyone back into a big group and process the responses as needed. Remember it is all about the process.

COMPACT TOOL #5-B

FOCUS GROUP AND OPEN GROUP FACILITATION TEMPLATE

Questions to Facilitate the Process

Start with an overview of the current school-parent compact. Think back to the beginning of the school year. What programs or strategies would you like to see added to the campus improvement plan or parental involvement policy in the future which served as the starting point for the compact? Describe what you mean.

What do you like about the school-parent compact for our school?

- How did you use the compact?
- In what ways was it helpful?
- What do you think would make it better?
- What should we do with the compact next year?
- Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year? Describe what you mean.
- How can the school and district get more parents to participate in this process? Describe what you mean.



COMPACT TOOL #5-C SCHOOL-PARENT COMPACT CHECKLIST

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Please use the checklist below as a support tool in helping you create and assess your school-parent compact:

<i>Yes</i>	<i>No</i>	
		Does the school have a current year school-parent compact? Section 1116 (d)
		Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) Section 1116 (b)(1) and (f)
		Was the school-parent compact jointly developed with parents/families? Section 1116 (d)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agenda for meeting?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) Section 1116 (b)(1)
		<i>Student Handbook?</i>
		<i>School or district website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

		Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)
		Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? Section 1116 (d)
		Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? Section 1116 (d)(1)
		Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? Section 1116 (d)(1)
		Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: monitoring attendance, completing homework, volunteering in the classroom, participating in decision-making, use of extracurricular time? Section 1116 (d)(1)
		Does the compact address the importance of communication between teachers and parents/families on an ongoing basis? PSection 1116 (d)(2)
		Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? Section 1116 (d)(2)(A)
		<i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i>
		Does the school provide frequent reports to families on their child's progress? Section 1116 (d)(2)(B)
		<i>What types of reports?</i>
		<i>How frequently?</i>
		<i>Telephone logs?</i>
		<i>E-mail history?</i>
		<i>Home visits?</i>
		<i>Other?</i>

Yes	No	
		Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? Section 1116 (d)(2)(C)
		<i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i>
		Does the school involve parents in an organized, ongoing, and timely way in the review and improvement of the school-parent compact (at least annually)? Section 1116(c)(3)
		<i>What tools were used to receive parent input? (surveys, interviews, etc.)</i>
		<i>Invitation to parents to review the findings?</i>
		<i>Agenda of meetings?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		<i>Final product, a revised school-parent compact?</i>

Listed below are additional questions that can be used to review the quality of the compact.

		Is the list of staff and any contact information current?
		Are all events and activities current? Have any new events, activities, or programs been added?
		Is the School Parent Compact up to date with changes in goals and priorities in the campus improvement plan?
		Are the skill areas identified still current?
		Did the compact's focus on grade level skills make a difference?
		How did parents rate the workshops, home learning activities, and other information offered?
		Do parents and teachers say they communicate better and more often? Do they think it's making a difference?
		Did families of struggling students attend workshops and use what they learned?

APPENDIX

- Section 1116 64
- Critical Success Factors 68
- Let's Revive Our School-Parent Compact (PowerPoint) 70
- Resources 75



Knowledge is power, community is strength and positive attitude is everything.

Lance Armstrong

SECTION 1116

PARENT AND FAMILY ENGAGEMENT

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures **shall** be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part **shall** develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy **shall** be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency **will** –

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which **may** include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, **including identifying**–

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which **may** include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)–



(3) RESERVATION-

(A) IN GENERAL.—Each local educational agency **shall** reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part **shall** be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) **shall** be distributed to schools served under this part with priority given to high need schools.

(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency **shall** be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, **including not less than 1 of the following:**

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and in creasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.”;

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

(1)IN GENERAL- Each school served under this part **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the requirements of subsections (c) through (f). Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4)PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part **shall**

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children —
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency



(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parent and family engagement 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 challenging State academic standards, and 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; 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 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, and observation of classroom activities; and
 - (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.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) **shall** provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) **shall** educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) **may** provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) **may** pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) **may** train parents to enhance the involvement of other parents;
- (10) **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) **may** adopt and implement model approaches to improving parental involvement;
- (12) **may** establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) **may** develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, **shall** provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members 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.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part **shall** inform parents and organizations of the existence of the program.

(h) REVIEW. The State educational agency **shall** review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

CRITICAL SUCCESS FACTORS

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvements.

1. Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time

must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003.)

6. Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools' effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

7. Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

Let's Revive Our School-Parent Compact



To reach our school goals, everyone needs to be on board!

2017-2018

Compact

A written agreement of shared responsibility.

How will parents and families and teachers work together *this year* to achieve the goals of the campus improvement plan and meet state standards?

The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards.

The compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students.



The compact is passion in print. It is like a compass pointing toward the destination, "student success."

Why Do This?



- Public Law Section 1116 (d) of the law says schools must have a School-Parent Compact <https://tinyurl.com/yb7a8fdh>
- Research shows that engaging families helps students do better in school
- Parents and families want to help **A+**
- Schools need all the help the help available to enable students to meet the state standards

Collaborative Partnerships

"Schools, families and communities all contribute to student success, and the best results come when all three work together as equal partners."



Organizing Schools for Improvement

- Long-term study of Chicago schools: When schools have strong family and community ties, their students are:
 - Four times more likely to make significant gains in reading
 - Ten times more likely to make significant gains in math.

Anthony S. Bryk et al. (2010) *Organizing Schools for Improvement: Lessons from Chicago* (Chicago: University of Chicago Press)



7

School Needs to Develop Strong Family Ties

- Title I students' reading and math scores (3-5th grades) improved 40-50% faster when teachers:
 - Met with families face-to-face
 - Sent materials that explained ways for parents to help their child at home
 - Telephoned parents routinely about progress

(Horst and Policy Studies Associates, 2001)



8

Compact

- *Public Law Section 1116 (d)*
- The compact **shall** be developed by the school with parents.
- The compact **will** outline how parents, the entire school staff, and students will share the responsibility for improved student achievement.
- The compact **will** also outline how the school and parents **will** build and develop a partnership to help children achieve the State's high standards.

9

Compact Content - Curriculum

- The school-parent compact **shall** 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
- *Public Law Section 1116 (d)(1)*

10

Compact Content - Parent Responsibility

- The school-parent compact **shall** describe:
 - The ways in which each parent will be responsible for supporting their child's learning (such as: volunteering in child's classroom, participating in decisions relating to the education of their child, positive use of extracurricular time, etc.)
- *Public Law Section 1116 (d)(1)*

11

Compact Content - Communication Parent-Teacher Conference

- The school-compact **shall** describe how the school will ensure regular two-way meaningful communication, including:
 - Parent-teacher conferences annually (**REQUIRED IN ELEMENTARY**) where the compact is discussed relating to the individual child's achievement.
- *Public Law Section 1116 (d)(2)(A)*

12

Compact Content – Communication Frequent Reports

- The school-compact **shall** describe how the school will ensure regular two-way meaningful communication, including:
 - Frequent reports to parents on their children's progress.
- *Public Law Section 1116 (d)(2)(B)*

1
3

Compact Content – Communication Reasonable Access

- The school-compact **shall** describe how the school will ensure regular two-way meaningful communication, including:
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- *Public Law Section 1116 (d)(2)(C)*

1
4

Compact Content – Communication Regular Two-way

- The compact **shall** describe:
 - 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
- *Public Law Section 1116 (d)(2)(D)*

1
5

Developing a School-Parent Compact

- The following slides (17-23) provide a brief overview of the process for *Developing the School-Parent Compact* in five steps.
- <https://tinyurl.com/vZcoteiw>



1
6

Five Steps to Success



1. Motivate and Designate

- Explain at a staff meeting what compacts are and how they contribute to student success
- *Pick* a team leader and build a team
- *Develop* a *timeline* and use it to assign task
- Access your families interests and strengths
- Don't forget the students
 - ✓ How will they take responsibility for their learning?
 - ✓ What do they want teachers and parents to do to support them?

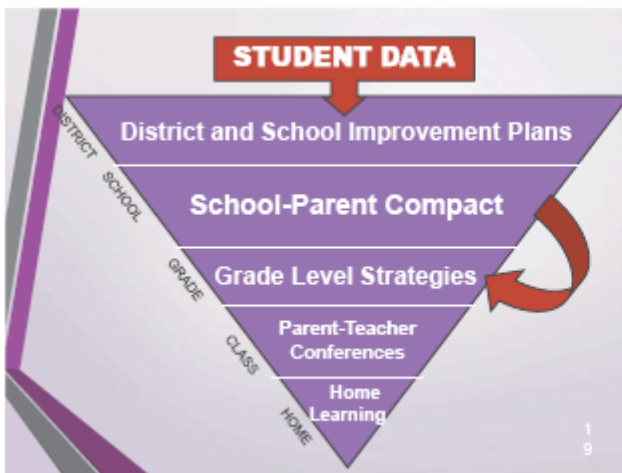
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Next Steps to Success

2. Gather and Align

- Step-by-step process for translating your goals, linking them to priorities in the campus improvement plan, and then identifying specific home learning strategies to carry out the priorities
 - ✓ Align compact with campus improvement plan
 - ✓ Data teams *identify three goals per grade level* and draft home learning ideas to discuss with parents

1
8



Next Steps to Success

3. Design and Develop

- This section contains five tools to help the committee translate the data, goals, and priorities into a meaningful school-parent compact.
 - ✓ Sample School-Parent Compact templates
 - ✓ Guide to Quality rubric
 - ✓ School-Parent Compact template (blank)
 - ✓ School-Parent Compact checklist
 - ✓ Questions to review the design and develop process

20

Continued Steps to Success

4. Promote, engage, and Implement

This section has three intended outcomes -

- *Promote* the compact to all stakeholders
- Develop relationships to *engage* them
- *Implement* the tool to strengthen partnerships for student achievement
- Ongoing, meaningful, two-way communication is a goal of Title I, Part a. The school-parent compact is a means to "*make it happen.*"

21

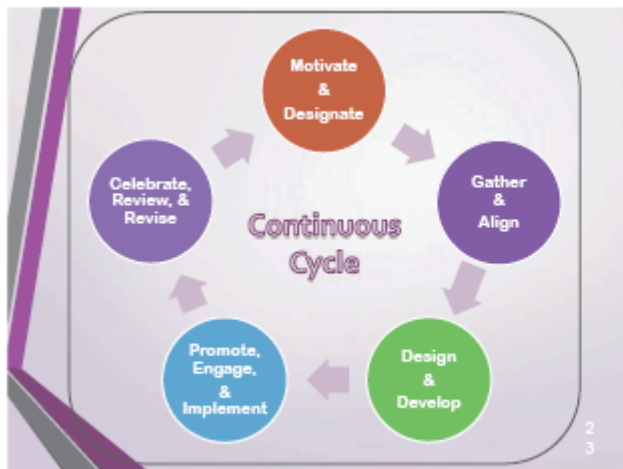
Final Step to Success

5. Celebrate, review, and revise

This section covers the importance of viewing the compact as a cycle of continuous improvement.

- *Celebrate* success and ask students to show off!
- Continuous improvement means *reviewing* what worked, what needs to improve, and then *revising* or developing new plan.
- Build momentum for next year

22



Our New Compact Will:

- Link to the goals of our Campus Improvement Plan and our grade-level achievement data
- Describe strategies families can use at home to strengthen students' skills
- Explain what teachers will do to support family learning

24

Our New Compact Will, cont.:

- Describe what students will do to reach their achievement goals
- Be written in family-friendly language with meaningful input from families and students
- Emphasize the importance of ongoing two-way conversation, remembering that two monologues do not make a dialogue



22

It's All About the Conversations!

- One outcome of developing the school-parent compact should be making connections and establishing collaborative partnerships – teachers talking to families, schools talking to community organizations – people working together to support student learning.

Let's Talk

22

What do Teachers Say?

"As a result of collaborating with families on our school compact, we teachers looked at parents differently, appreciating how much they were willing to help. We realized that as teachers we never were specific about the learning skills and strategies that we wanted them to do at home, and often assumed that there was no support. Wow, were we wrong!! Our relationship with families grew stronger and finally, we were all on the same page to strengthen student achievement."

Teacher, Genesis/Avon School, Bridgeport CT

27

Remember:

It's all about
the Conversations!



Resources

- The Handbook (see section 14)
<https://tinyurl.com/y9bcm4qr>
- The School-Parent Compact with checklists and examples: <https://tinyurl.com/y99ja7qn>

29

Statewide Parent and Family Engagement Initiative

At Region 16 Education Service Center

Funded by Texas Education Agency



- Terri Stafford terri.stafford@esc16.net
- Skip Forsyth skip.forsyth@esc16.net

33

APPENDIX - RESOURCES



*When you get involved, it not only makes your children happy,
but it makes other children happy to see you there, too.*