

Creating an Effective and Jointly Developed School-Parent Compact

<p>Prioritize</p> 	<p>Determine student achievement goals for the compact.</p> <ul style="list-style-type: none"> • Decide which school improvement goals students, parents, and teachers can work on collaboratively. • Revise identified school improvement goals so that language is family-friendly. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p><i>*Consider creating a School-Parent Compact for each grade level for the greatest impact.</i></p>
<p>Jointly Develop</p> 	<p>Collaborate with Teachers</p> <ul style="list-style-type: none"> • Utilize data to determine what skills students need to strengthen. • Draft activities/strategies parents can use at home to strengthen these skills. • Draft corresponding activities/ strategies teachers can use to help parents be successful. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p>Collaborate with Parents & Families</p> <ul style="list-style-type: none"> • Share the school improvement goals the compact will reinforce using family-friendly language. • Describe the draft activities/strategies parents can use at home to strengthen skills necessary to achieve the goals. • Model the activities. Explain how the strategies support student learning. • Describe the corresponding activities/ strategies teachers can use to help parents be successful. • Ask for input and feedback. Record responses. • Ask parents and families what other activities/ strategies may be helpful. • Record responses. • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). <p>Collaborate with Students</p> <ul style="list-style-type: none"> • Share the school improvement goals that the compact will reinforce using student-friendly language. • Describe the draft activities/ strategies that teachers and parents can use to support student learning. • Collect student input and feedback by asking the following: <ul style="list-style-type: none"> <i>What can you do this year to make sure you learn ____?</i> <i>Where do you need help?</i> <i>What do you need to practice?</i> <i>How can your teacher help you?</i> <i>How can your family help you?</i> • Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation).

<p>Publish</p> 	<p>Finalize revision to the compact.</p> <ul style="list-style-type: none"> • Utilize teacher, parent, and student input/ feedback to finalize the compact. • Include activities that correspond with each other for the compact's teacher, parent, and student sections. • Include activities that are directly tied to school improvement goals. • Ensure that language is family-friendly. • Ensure that the compact is accessible in a language and format understandable to all parents, including parents and family members with limited English proficiency, disabilities, and/or parents of migrant children. • Document these efforts.
<p>Distribute</p> 	<p>Share the published compact with all families of students in Title I schools.</p> <ul style="list-style-type: none"> • Review the completed compact with teachers, parents, and students. • Explain the compact, where it comes from, and who decided its contents. • Discuss how the compact relates to student progress during parent-teacher conferences. • Obtain signatures and dates from teachers, parents, and students. • Publish the compact using a variety of methods and platforms. • Document these efforts.
<p>Utilize</p> 	<p>Use the compact as a learning tool.</p> <ul style="list-style-type: none"> • Track the success of the activities/ strategies included in the compact. • Continue conversations with teachers, families, and students about the effectiveness of the activities/ strategies in the compact. • Ensure the compact is posted and highly visible in the school/ classroom. • Reference the compact throughout the school year (conferences, lessons, newsletters, meetings, etc.). • Document these efforts.