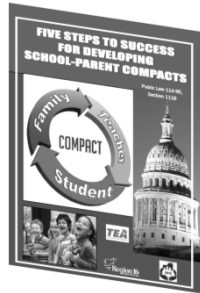


Let's Revive Our School-Parent Compact

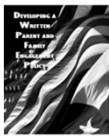
To reach our school improvement goals, everyone needs to be on board!



2017-2018

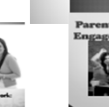


CD Table of Contents: Publications

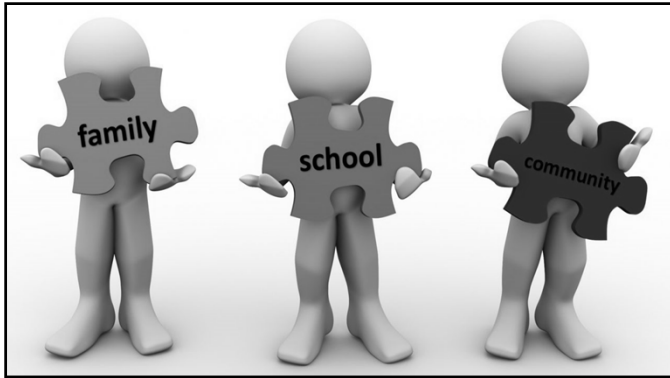


- 5 Steps to Developing a School-Parent Compact
- Developing a Written Parent and Family Engagement Policy
- An Administrator's Guide to ESSA Parent and Family Engagement
- Title I, Part A Parent and Family Engagement Handbook

CD Table of Contents: Training PowerPoints



- Annual Title I Meeting
- Developing a Written Parent and Family Engagement Policy
- Let's Revive Our School-Parent Compact
- Building Capacity Requirements
- Building Capacity Presentation

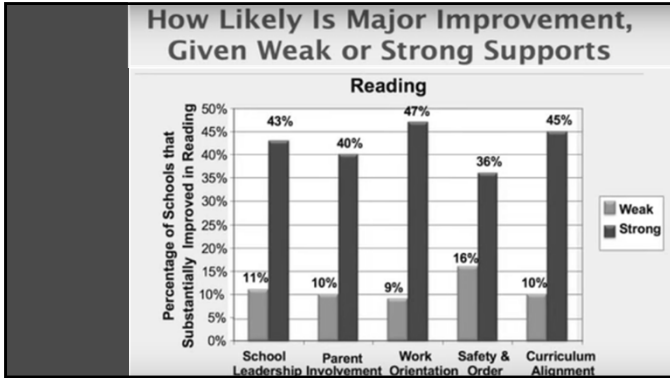


5 Compact:
A written agreement of shared responsibility.

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

"OLD" COMPACT
NUTMEG ELEMENTARY SCHOOL


TITLE I TEACHER:	PARENT/GUARDIAN:	STUDENT:
I agree to carry out the following responsibilities to the best of my ability:	I agree to carry out the following responsibilities to the best of my ability:	I agree to do the following:
<ol style="list-style-type: none"> 1. Teach necessary concepts to your child. 2. Try to be aware of your child's needs. 3. Regularly communicate with you and the regular classroom teacher about your child's progress. 	<ol style="list-style-type: none"> 1. Go over my child's assignments with him/her. 2. Make sure my child is at school on time. 3. Make sure my child gets enough sleep each night. 4. Give my child a quiet place to study. 5. Spend at least 15 minutes each day reading with my child. 6. Attend open house and parent conferences. 	<ol style="list-style-type: none"> 1. Do my classwork on time. 2. Be at school on time unless I am sick. 3. Return corrected work to my parent/guardian. 4. Pay attention and do my work. 5. Be responsible for my own behavior.
_____ <small>Teacher Signature Date</small>	_____ <small>Parent/Guardian Signature Date</small>	_____ <small>Student Signature Date</small>



One study showed that if Title I schools do three things to reach out to families their students reading and math scores improved at a 40 – 50% rate.

What are those 3 things?

1. Teachers meet with every student's family face to face to get to know them.
2. Teachers communicate regularly with families about how students are doing.
3. Teachers sent home learning materials that families can use to help their children.



9

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."



10

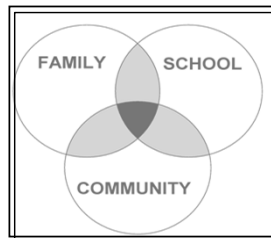
Why Do This?

- ESSA, Section 1116 of the law says schools must have a School-Parent Compact
- Research shows that engaging families helps students do better in school
- Parents and families want to help
- Schools need all the help available to enable students to meet the state standards


11

Collaborative Partnerships

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



12



13 **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)

School Needs to Develop Strong Family Ties 14

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

(Westat and Policy Studies Associates, 2014)



15 **Compact**

- ESSA, 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.



16 **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
 - *ESSA, Section 1116 (d)(1)*

17 **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.)
 - *ESSA, Section 1116 (d)(1)*

18 **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.
 - *ESSA, Section 1116 (d)(2)(A)*

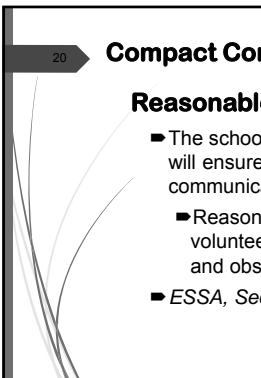


19

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.
- *ESSA, Section 1116 (d)(2)(B)*



20

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.
- *ESSA, Section 1116 (d)(2)(C)*



21

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
- *ESSA, Section 1116 (d)(2)(D)*

Developing a School-Parent Compact 22

- The following slides (12 – 18) provide a brief overview of the process for *Developing the School-Parent Compact* in five steps.
- <http://www.livebinders.com/play/play?id=1749202>

23 **Five Steps to Success**

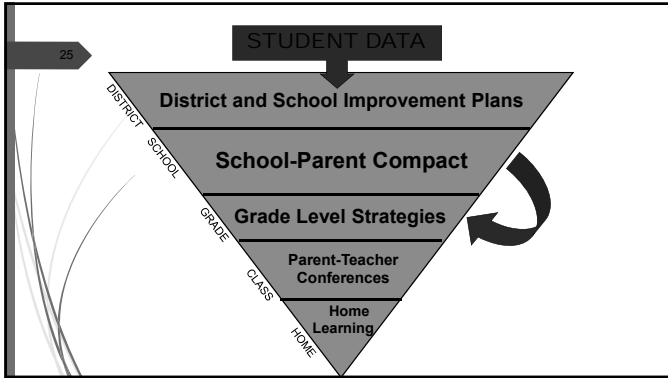
1. Motivate and Designate

- 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?

24 **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



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

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.**"

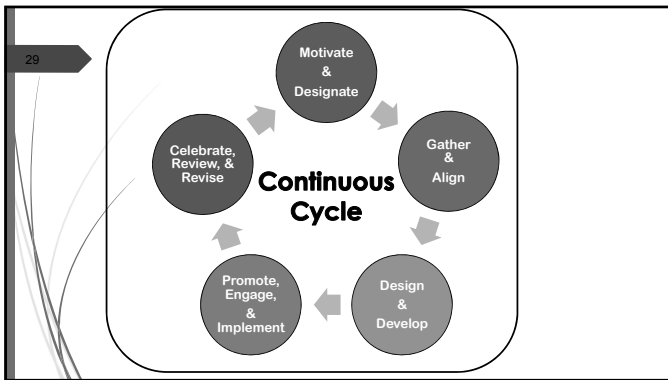
Final Step to Success

5. Celebrate, review, and revise

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

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- **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



29

Our New Compact Will:

30

- 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





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Our New Compact Will, cont.:

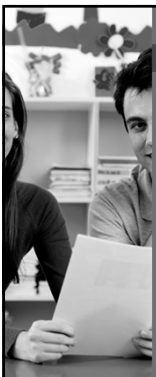
- Describe what students will do to reach their achievement goals
- Be written in family-friendly language with meaningful input from families and students
- Emphasize the importance of ongoing two-way conversation, remembering that two monologues do not make a dialogue



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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.



33

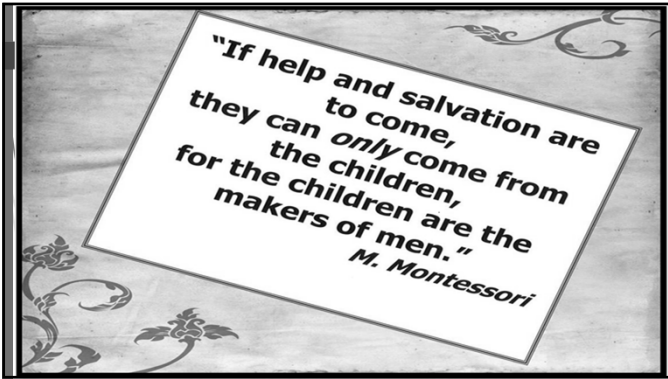
What do Teachers Say?

"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, Geraldine Johnson School, Bridgeport CT



**Remember:
It's all about Conversations!**






**"If help and salvation are to come,
they can *only* come from
the children,
for the children are the
makers of men."
M. Montessori**

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Statewide Parent and Family Engagement Initiative

At Region 16 Education Service Center
Funded by Texas Education Agency

Visit our Webpage at:
<http://www.esc16.net/page/title1swi.home>

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Questions?



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