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| <br><br> | <h1>FIVE STEPS TO<br/>SUCCESS FOR<br/>DEVELOPING<br/>SCHOOL-PARENT<br/>COMPACTS</h1> <p>Kristi Veitenheimer<br/>Region 9 ESC</p> |
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## INTRODUCTORY POWERPOINT

© Background and Research with Anne Henderson  
<http://ctschoollparentcompact.org/about/background-research-anne-t-henderson/>

Let's light a fire and  
revive our compacts!



## WHAT IS A COMPACT?

- ⦿ A written agreement between teachers and parents
- ⦿ Identifies the activities for shared responsibility
- ⦿ Outlines the activities parents and schools will undertake to maintain two-way communication and work as partners for improved academic achievement



## NCLB/ESEA STATUTE



- ⦿ Public Law 107-110 Section 1118
- ⦿ More specifically, Part (d) Shared Responsibilities for High Student Academic Achievement
  - "Each school shall jointly develop with parents ... a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved 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."

## COMPACT ANYBODY?

### ■ I wonder if...

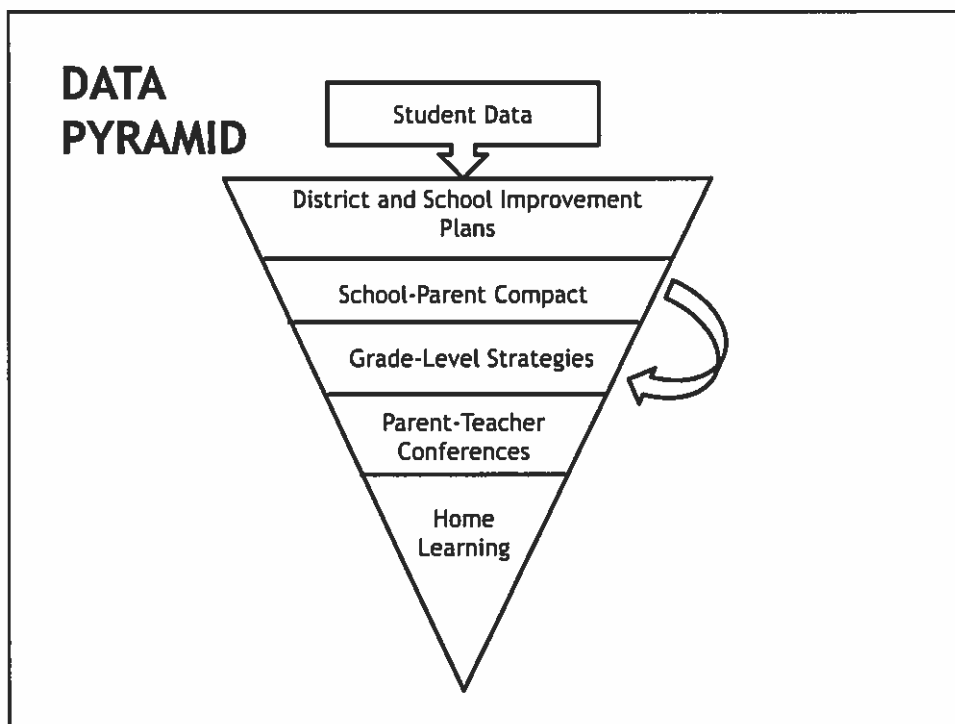
- your campus has a current (2016-17) school-parent compact
- parents helped develop or revise the current compact
- the compact has been widely disseminated
- information and training about the content and use of the compact was provided to school staff
- the compact was presented at the annual meeting (back to school night)
- the compact was presented at elementary teacher-parent conferences

**A current but old approach to compacts**

This agreement is a commitment to work together to improve learning.

| As a <u>student</u> I agree to:                                 | As a <u>parent</u> I agree to:   | As a <u>teacher</u> I agree to:                                   | As an <u>administrator</u> I agree to:  |
|---|--|---|---|
| Finish and turn in my school assignments on time.               | Talk to my child about school activity every day                                 | Provide learning experiences that produce learning.               | Provide support and instructional direction to both student and parent.                         |
| Attend school every day unless I am sick.                       | Find out how my child is progressing by attending conferences with the teachers. | Encourage a positive self-concept in all my students.             | Provide a healthy and safe environment for the student and teacher in which to learn and teach. |
| Do my best work every day and tell my parents about it.         | Encourage good study habits at home.   | Keep parent informed about progress and/or concerns.              | Support high academic standards.  |
| Follow the school rules so that everybody can learn and be safe | Reinforce good behavior at school.   | Find out what techniques and materials work best for the student. | Encourage school and home learning partnerships.  |
| Ask my teacher questions when I don't understand something.     | Attend school activities.  | Support the parents.  | Support a collegial and collaborative school environment.                                       |
| Go to my public or school library at least once a week.         | Support the classroom discipline plan  | Attend school activities.   | Support professional development that promotes best practice standards.                         |
| Study or read every school night.                               | Monitor my child's attendance.   | Inform the parent about my homework philosophy.                   | Remain steadfastly professional.  |
| Give my parents the notes my teacher sends.                     | Contact my child's teacher if I have any concerns.                               | Support high academic standards.                                  |   |
|   | Ensure my child eats healthful foods and gets enough sleep.                      | Remain steadfastly professional.                                  |   |

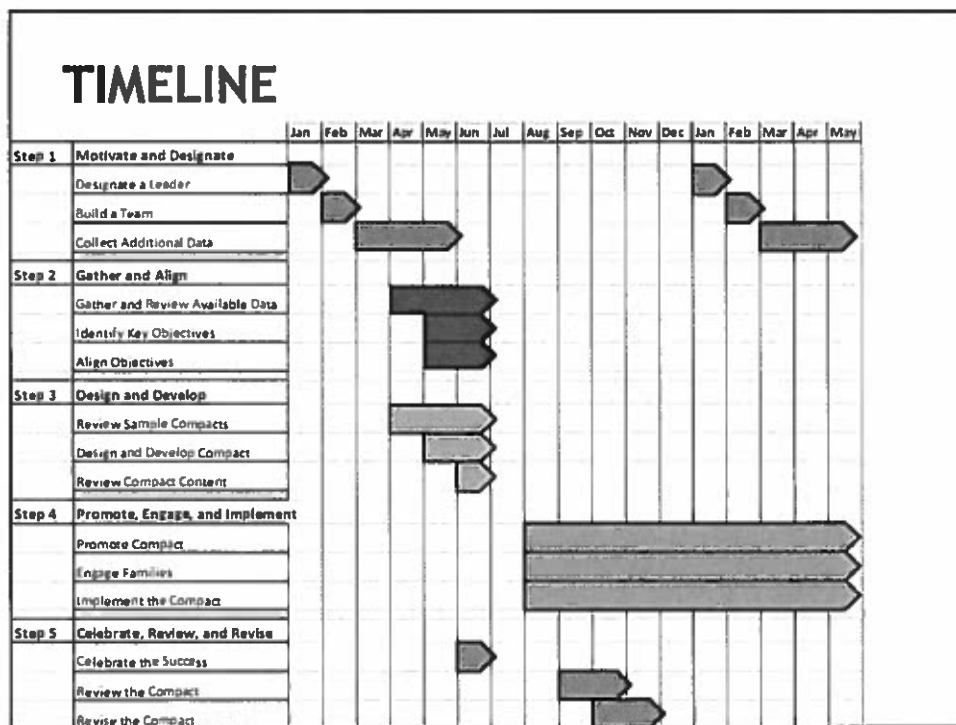
Most importantly, we promise to help each other carry out this agreement.



## STEP 1: MOTIVATE AND DESIGNATE

- ⦿ Recruit a team – parents, admin, teachers
- ⦿ Develop a timeline for the process
- ⦿ Assess your families interests and strengths
- ⦿ Document your work

Value Added Resources: Note the link on the bottom of the overview page. Example:  
[http://www.esc16.net/preview.aspx?name=title1swi.3\\_Surveys](http://www.esc16.net/preview.aspx?name=title1swi.3_Surveys)



## TIPS FOR SURVEYS AND QUESTIONNAIRES

### ◎ Yes or No...

- Questions simple and straight forward
- Do not survey students
- Sign for tracking purposes
- Return within two weeks
- Tabulate the return rate
- Avoid open-ended short-answer questions
- Share findings with those who need to know



## DOCUMENT THE WORK AND PROCESS

- ⦿ Agenda
- ⦿ Sign-in Sheet
- ⦿ Minutes
- ⦿ End-product
  
- ⦿ How long?
  - 7 years
- ⦿ What format?
  - Hard copy OR Electronic copy



## STEP 2: GATHER AND ALIGN

- ⦿ Select a **high priority** campus improvement plan goal
- ⦿ Revise the wording so it is family-friendly
- ⦿ In the campus improvement plan, identify the actions to match the goal
- ⦿ Identify and develop two or three "bang-for-your-buck" learning strategies that can be linked to the high priority actions

## ALIGNING PROCESS

◎ Let's look at an example...



## TEMPLATE

**ONE:** Look at the original CIP Goal

*Increase the achievement of all students and prepare all students for post-secondary educ and the workplace thru hi-quality student-centered programs*

**TWO:** Revise the wording to make the goal family friendly

*Prepare students academically to transition successfully to secondary and beyond*

**THREE:** Link the goal to high priority actions in your school-parent compact

*Provide specialized interventions; Continue Drop Everything and Read Program; Improve student note-taking and study skills*

**FOUR:** Identify strategies teachers and families can use to reach the high priority goals

*Oral reading for 15 minutes 3 times per week...*

## **DOES IT MATTER?**

- ⦿ Why might this process be beneficial when developing the school-parent compact?
- ⦿ What might be some advantages to developing a more data-driven compact?
- ⦿ In what ways might the proposed content be different than that found in many current compacts?

## **STEP 3: DESIGN AND DEVELOP**

- ⦿ Review grade-level compact samples
- ⦿ Collect the content, the seven key elements for a compact
- ⦿ Place the content into compact template
- ⦿ Use the checklist and/or review questions to ensure the completeness of the compact



## WRITING THE COMPACT

- ⦿ Guide to Quality, These items are numbered and addressed in the sample compacts
- ⦿ The Compact Template is also a numbered sample



| COMPACT TOOL #3-B<br>GUIDE TO QUALITY: TITLE I, PART A SCHOOL-PARENT COMPACT   |  |                                 |   |
|--|--|---------------------------------|---|
| Schools may use this guide to identify and map 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 plan of 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 state school academic goals. (It is recommended to identify one or two school goals of highest academic need and fundamental academic focus areas.)                              | 1111(a)(2)                      | -List school in the compact to guide the improvement plan.<br>-Use achievement data to set specific goals.<br>-Talk with teachers to identify the most fundamental academic focus areas.                                      |
|  | 1-B Describe ways that the school will provide parents with strategies to best to assist their child with the high quality curriculum and instruction.                                       | 1111(a)(1)<br>1111(a)(3)        | -Describe how to best help parents understand what children are learning and doing in class.<br>-Specify how teachers will support parent participation in learning activities.   |
|  | Provide information and action specifics in each grade level, tied to the improvement plan.  | Best practice, but not required | -Include high-impact activities 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 child's learning.  | 1111(a)(1)                      | -Connect activities for students to what they are learning in class.  |
|  | Provide information and action specifics in each grade level, tied to the improvement plan.  | Best practice, but not required | -Include high-impact activities 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.  | 1111(a)(2)                      | -Connect activities for students to what they are learning in class.  |
|  | Provide information and action specifics in each grade level, tied to the improvement plan.  | Best practice, but not required | -Include high-impact activities for each grade level, designed by grade-level teams with parents, after asking students for input.  |
| Develop Partnership  | 4-Describe the school activities to build partnership with parents, including chances for parents to observe, take part in, and observe classroom activities, and communicate with teachers. | 1111(a)(3)<br>1111(a)(2)        | -Provide both parents and teachers opportunities to develop plans for working together.<br>-Other activities to be set on identified parent needs.<br>-Offer meetings at different times of the day.                          |
|  | 5-Describe how parents are involved in developing and reviewing compact.   | 1111(a)(1)<br>1111(a)(2)        | -Provide resources to connect parents to take part, such as child care and transportation.<br>-Offer specifics about how parents are involved.<br>-Schedule meetings at accessible locations and at different days and times. |

**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.

|   | <b>Does the School-Parent Compact:</b>   | <b>Section of Title I Law</b>   | <b>To make the compact more effective:</b>  |
|---|--|---------------------------------|---|
| <b>School's Role</b>                      | 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).                          | 1118(d)                         | <ul style="list-style-type: none"> <li>•Link actions in the compact to goals in the improvement plan.</li> <li>•Use achievement data to set specific goals.</li> <li>•Talk with teachers to specify the most fundamental academic focus areas.</li> </ul>   |
|   | 1-B Describe ways that the school will provide parents with strategies/activities to assist their child with the high quality curriculum and instruction.                                  | 1118(d)<br>1118(d)(1)           | <ul style="list-style-type: none"> <li>•Describe how teachers will help parents understand what children are learning and doing in class.</li> <li>•Specify how teachers will support parent participation in learning activities.</li> </ul>   |
|   | Provide information and actions specific to each grade level, tied to the improvement plan.  | Best practice, but not required | •Include high-impact actions for each grade level, designed by grade-level teams with parents.  |
| <b>Parent's Role</b>                      | 2 Describe specific ways parents will be responsible for supporting their children's learning.   | 1118(d)                         | •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 | •Include high-impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.   |
| <b>Student's Role</b>                     | 3 Describe specific ways students will be responsible for learning.  | 1118(d)                         | •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 | •Include high-impact actions for each grade level, designed by \ grade-level teams with parents, after asking students for input.   |
| <b>Develop Partnership</b>                | 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. | 1118(d)<br>1118(d)(2)           | <ul style="list-style-type: none"> <li>•Provide both parents and teachers opportunities to develop skills for working together.</li> <li>•Offer activities based on identified parent needs.</li> <li>•Offer meetings at different times and days.</li> </ul>   |
| <b>Jointly Developed</b>                  | 5 Describe how parents are involved in developing and revising compact.  | 1118(d)<br>1118(f)              | <ul style="list-style-type: none"> <li>•Provide resources to cover costs for parents to take part, such as child care and transportation.</li> <li>•Give specifics about how parents are involved.</li> <li>•Schedule meetings at accessible locations and at different days and times.</li> </ul>  |
| <b>Communicate About Student Progress</b> | 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.                 | 1118(d)(2)(A-B)                 | <ul style="list-style-type: none"> <li>•Include parent-teacher conferences at least once a year, at which the compact will be discussed (only required in elementary).</li> <li>•Include follow-up steps to support parents and students.</li> <li>•Consult with parents on communication strategies that work best for them.</li> </ul>  |
|   | 7 Ensure that the language and format are appropriate and family-friendly.   | 1118(F)                         | <ul style="list-style-type: none"> <li>•Work with parents to identify and eliminate jargon and negative/condescending language.</li> <li>•Engage parents/staff with design skills to create an innovative and eye-appealing compact.</li> <li>•Translate the compact and other communications into a language parents understand. Sometimes oral translation needs to be provided through a competent interpreter.</li> </ul> |

## Academic Achievement Goals

1A

### 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...

1B

- Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give parents a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents.

## 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.

## As students, we will...

3

- Complete the homework assignments with my parent and mark the math and science problems that I do not understand to review with my teacher's.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the Web sites my teachers share with me to complete science and math practice tests and activities.

## MY GOALS

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:

## What is a School - Parent Compact?

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](http://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-6:00 pm)
- 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. Judie Wilson at (123) 456-7890 or email at [jwilson@email.org](mailto:jwilson@email.org)



# Award Middle School

2014-2015  
SCHOOL-PARENT  
COMPACT

Revised June 1, 2014

123-456-0987

[www.schoolwebsite.org](http://www.schoolwebsite.org)

E-mail: [School@emailaddress.org](mailto:School@emailaddress.org)



## GRADE LEVEL COMPACTS



- ⦿ You saw a sample.
- ⦿ What might be the advantages of grade level compacts?
  - Data-driven
  - More relevant
  - Address specific academic needs/goals
  - Age appropriate strategies
  - User/family friendly
  - More specific and less generic

## CHECK YOUR WORK

- ⦿ School-Parent Compact Checklist, OR
- ⦿ Questions to Review the Design and Develop Process,



## **STEP 4: PROMOTE, ENGAGE, AND IMPLEMENT**

- ⦿ Promote the compact
- ⦿ Welcome and engage families
- ⦿ Implement the compact

Parent-Teacher conferences at elementary schools to discuss the school-parent compact as it relates to improved academic achievement,  
Public Law 107-110 Section 1118 (d)(2)(A)

## **SPREAD THE WORD**



- ⦿ How does your campus promote the compact to families and the community?



## LOOK AT THE SUGGESTIONS

- ◎ Six Tips
- ◎ Welcoming Families
- ◎ Parent-Teacher Learning Conversations
  - Note the link to video clips
  - <http://bit.ly/2fX8Uxy>



## STEP FIVE: CELEBRATE, REVIEW, AND REVISE

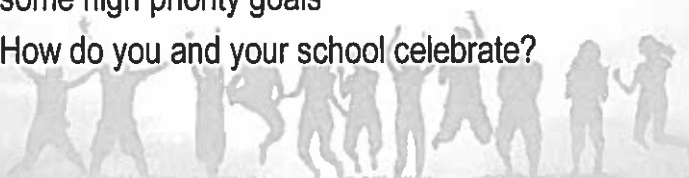
- ◎ Celebrate the success of the compact and the process
- ◎ Evaluate the compact
- ◎ Revise the compact



## CELEBRATE



- ⦿ A compact team can celebrate the success of completing the process and developing a quality document
- ⦿ The school can celebrate the success of achieving some high priority goals
- ⦿ How do you and your school celebrate?



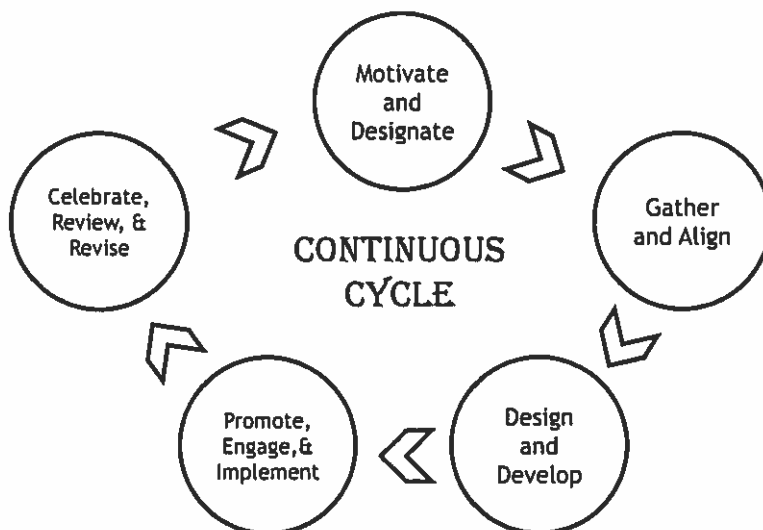
## REVIEW AND REVISE

- ⦿ Check your work
  - Surveys
  - Focus Groups and Open Discussion Groups
  - Compact checklist
  - Review findings in current C N A
  - Review goals and objectives in D I P & C I P
  - Revise compact with parent input and participation





## COMPACT CYCLE



LiveBinders:

<http://bit.ly/20H7GDN>



For more resources,  
including compact  
templates:

<http://bit.ly/2gLyKpw>

Q & A





## HAVE A GREAT CONFERENCE!

### Contact Information:

Kristi Veitenheimer

Education Specialist, Region 9 ESC

940-322-6928

kristi.veitenheimer@esc9.net

