

Checklist for the School-Parent Compact

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: Bowdon Elementary

CONTENT: Jointly Developed

What are the Federal and State Requirements?

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Section 1116(d)

Does the Compact Include the Following Required Components?

Jointly Developed

- A description in family-friendly language how parents are involved in developing and revising the compact

A sample description:

The parents, students, and staff partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

CONTENT: Academic Goals

What are the State Requirements?

- Identify and describe the district and school academic achievement S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals for the school year.

Does the Compact Include the Following Required Components?

District Goals

- Identified district goals with a description of the impact on student performance
- Same district goals for each Title I school-parent compact throughout the district

A sample district goal:

The percentage of students scoring at Developing Learner or above on the Georgia Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.

School Goals

- Goals are S.M.A.R.T.
 - Specific: *What exactly will you accomplish?*
 - Measurable: *How will you know when you have reached this goal?*
 - Attainable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal?*
 - Relevant: *Why is this goal significant to learning?*
 - Time-bound: *When will you achieve this goal?*
- Goals written in family-friendly language
- School academic goals focusing on one or two areas of highest academic need
- Included targeted foundational grade-level skills to support the academic school goals
- Goals are aligned to areas of academic need identified in the School Improvement/Title I Schoolwide Program/Title I Targeted Assistance Plan

A sample school goal with an academic focus area:

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the Georgia Milestones End of Grade Assessment.

In 3rd grade our school will focus on the following area:

- Content Vocabulary Development

CONTENT: Responsibilities

What are the Federal and State Requirements?

- 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. *Section 1116(d)(1)*
- Describe 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. *Section 1116(d)(1)*

Does the Compact Include the Following Required Components?

The School/Teacher's Responsibilities

The school/teacher will provide, at least two to three, specific activities/strategies per academic S.M.A.R.T. goal to families, for at home learning, to promote student growth on identified school/grade level academic achievement goals. The strategies should:

- Build the family's capacity to support student learning at home
- Be linked to school/grade level academic achievement goals
- Be aligned to the family's and student's responsibilities
- Address academic achievement goals rather than behavioral activities
- Not include what a teacher regularly provides to students in the classroom, but are focused on how the family can partner with the teacher to support the student in achieving specific academic goals

An example of the school responsibilities could include:

The student's teacher(s) will provide a monthly newsletter that features games, web resources, and other activities, focusing on vocabulary words introduced in class, that families can play to improve the student's word recognition and reading comprehension skills as measured by student Lexile scores.

Exemplar: The teacher will meet with the parent/family and student, at the beginning of the school year, to identify and target an individual focus area to be addressed by the school-parent compact based on the student's performance on grade level universal screenings. The teacher will provide specific strategies to the family and student designed to target this focus area that can be practiced at home. The teacher/family/student will establish reasonable expected growth targets and a means by which to measure growth (S.M.A.R.T. goals).

The Parent's Responsibilities

The parent/family will utilize strategies provided by the school to support student learning. Teachers and families will partner to set reasonable expectations for student academic growth. Parent/Family responsibilities should include:

- Specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and student's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of parent/family responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

Exemplar: Parents/families will ensure regular practice of vocabulary activities/strategies designed to address their child's specific learning target(s) and, with the assistance of the teacher, will monitor student growth.

The Student's Responsibilities

Students will share responsibility for their learning targets jointly established with their teachers and families.

- Specific academic strategies the student will complete to be responsible for their own learning
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and parent's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

Exemplar: The student will use self-monitoring strategies, with the support of the family and assistance from the teacher, to assess his/her progress on achieving academic achievement goals/learning targets related to content vocabulary development.

CONTENT: *Communication*

What are the Federal and State Requirements?

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

Section 1116(d)(2)(A)-(D)

Does the Compact Include the Following Required Components?

Communication

- A description of several methods for regular, teacher-family communication the school will use to keep families up-to-date on their student's progress and get regular tips on home learning (to include at least one annual parent-teacher conference at the elementary school level during which the school-parent compact is discussed)
- Contact information of the school representative the family should contact regarding questions about their child's education

Communication between teacher-family could include two or more of the following and to the extent practicable, be in a language that family members can understand:

- Class newsletters to parents
- Parent Portal
- Teacher websites or other web-based communication tool
- Parent-Teacher conferences
- Weekly folders
- Emails to parents on student's progress
- Text messaging
- Phone calls
- School website
- Social media sites
- Other

CONTENT: Partnerships

What are the Federal and State Requirements?

- Describe the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116(d)*
- Provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. *Section 1116(d)(2)(C)*

Does the Compact Include the Following Required Components?

Partnerships

- A description of the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning

Partnership examples could include two or more of the following:

- Parent-Teacher Conferences
- Family Workshops
- Curriculum Nights
- Parent Resource Center
- Volunteering/Observing
- Open House
- Online/virtual activities (e.g., webinars, online chats)
- Multi-media activities (e.g., podcasts, teacher-created videos)

CONTENT: Revision Date and School Year

What are the State Requirements?

Current school year as well as revision date (month/day/year) must be listed on the school-parent compact.

Does the Compact Include the Following Required Components?

Revision Date and School Year

- A revision date (month/day/year) prior to November 1
- Does not include multiple revision dates
- A revision date that is after parents provided input, but before November 1
- The school year (20XX-20XX)

CONTENT: Signatures and Dates

What are the State Requirements?

- School-Parent Compacts must be signed and dated by each parent, student, and teacher or school representative by November 1.

Does the Compact Include the Following Required Components?

Signatures and Dates

- Signed and dated by the child's teacher or school representative (Recommended for the homeroom teacher to be the school representative)
- Signed and dated by parent
- Signed and dated by student

Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1 may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.

Note: After final revision, ensure that the School-Parent Compact is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Under Monitoring Indicator 8.3. Distribution and Accessibility, the Georgia Department of Education monitoring team will review whether the School-Parent Compact is in an understandable and uniform format and provided in a language the parents can understand.

This checklist was reviewed by the following school and district representatives:

School Representative's Name: Ginny Edwards
Title/Role: Principal
Signature: Ginny Edwards Date: 8/9/2023

District Representative's Name: Kay Morgan
Title/Role: TitlE 2 Specialist
Signature: Kay H Morgan Date: 8/8/2023