



CONNECTICUT
SCHOOL·FAMILY·COMMUNITY
PARTNERSHIPS

Dust Off Your Old School-Parent Compact

Linking Family Engagement to Your School Improvement Plan

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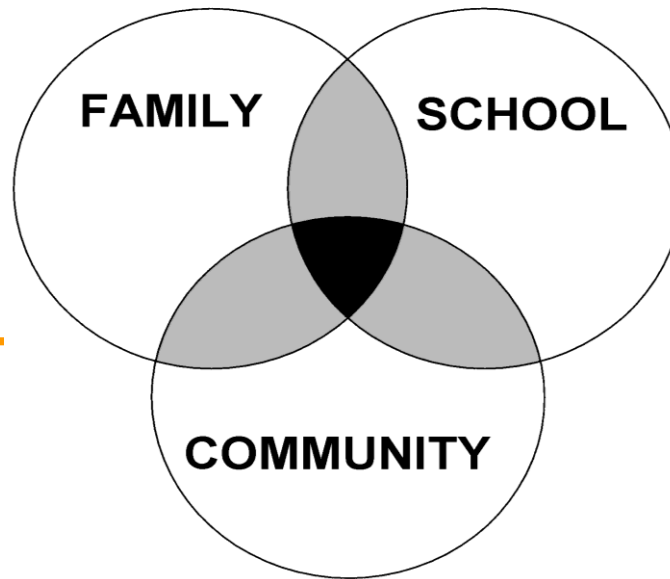
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School-Family-Community Partnerships

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

CSBE Position Statement on School-Family-Community Partnerships



Compact: A written agreement of shared responsibility

How will families and teachers work together *this year* to achieve the goals of the school improvement plan and make AYP?



Compacts: A Missed Opportunity

- ❑ One of the weakest areas of Title 1 Compliance; need for technical assistance is substantial (USDE 2008)
- ❑ Engaging families should be a core strategy for school improvement.

Compacts are not present

Not meaningful

Not specific

Let's Look At A Compact



Example of an OLD Compact

NUTMEG ELEMENTARY SCHOOL HOME/SCHOOL INVOLVEMENT COMPACT

TITLE I TEACHER:

I understand that the school experience is important to every student and so is my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

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.

Teacher Signature Date

PARENT/GUARDIAN:

I realize that my time in school is very important. I also understand that participating in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Go over my child's assignments with him/her.
2. Make sure my child is at school on time.
3. Give my child a quiet place to study.
4. Spend at least 15 minutes each day reading with my child.
5. Attend open house and parent conferences.
6. Make sure my child gets enough sleep each night.

Parent/Guardian Signature Date

STUDENT:

I know my education is important. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

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.

Student Signature Date

What Is **Supposed** To Be In a Compact?

1. School's Role

- A. District and school goals
- B. How teachers support learning

2. Parent's Role

3. The Student's Role

4. Activities to Develop Partnerships

5. Jointly Developed

6. Communicate About Student Progress

7. Format and Language

**FAMILY-SCHOOL COMPACT
FOR ACHIEVEMENT
2011 – 2012**

**Sample
Planning Tool**

4th Grade Focus



for Student Success

Nutmeg Elementary School
Mary Kies, Principal
www.nutmegschool.org 860-555-1212

Our Goals for Student Achievement

1A

District Goals

The Board of Education sets goals for the entire district. The district goals for 2010-2012 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 Goals

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

1B

The 4th grade team 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 three 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.

At Home

2

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.

Nutmeg Students

3

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 the back of this brochure for more information)

What is a Family-School Compact?

A Family-School 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 students get the individual support they need to reach and exceed grade level standards.

Effective Compacts:

- ✓ **Begin** with standards,
- ✓ **Focus** on student learning,
- ✓ **Respond** to school data,
- ✓ **Define** everyone's responsibilities -- and
- ✓ **Depend** on us to believe in it and use it!

Jointly Developed

The parents and staff of Nutmeg Elementary School developed this Family-School Compact for Achievement. Parents created the suggestions for home activities to support learning. School-wide meetings are held each year to update the Compact.

Parents are welcome to contribute comments at any time.

For more information on the 4th Grade Compact please contact the team leaders, Ella Henderson (parent) and Dave Griswold (teacher) at 860-555-1212.

5

Family Fun Nights

4

We'll have 4 exCiting learning adVentures this year – Fun, games and prizes.

Join us for the Math Safari in October. Safari gear and refreshments provided.

Our other adVentures will happen in DeCember, February and April.

More information will be sent home.

Communication about Student Learning

6

Nutmeg Elementary School is committed to communicating regularly with families about children's learning. Some of the ways you can expect us to communicate are:

- Weekly homework folders,
- Monthly "check-in" notes, and
- Parent-teacher conferences in November and March

Do you have questions about your child's progress?

Parents can contact their child's teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school web site at www.nutmegschool.org.

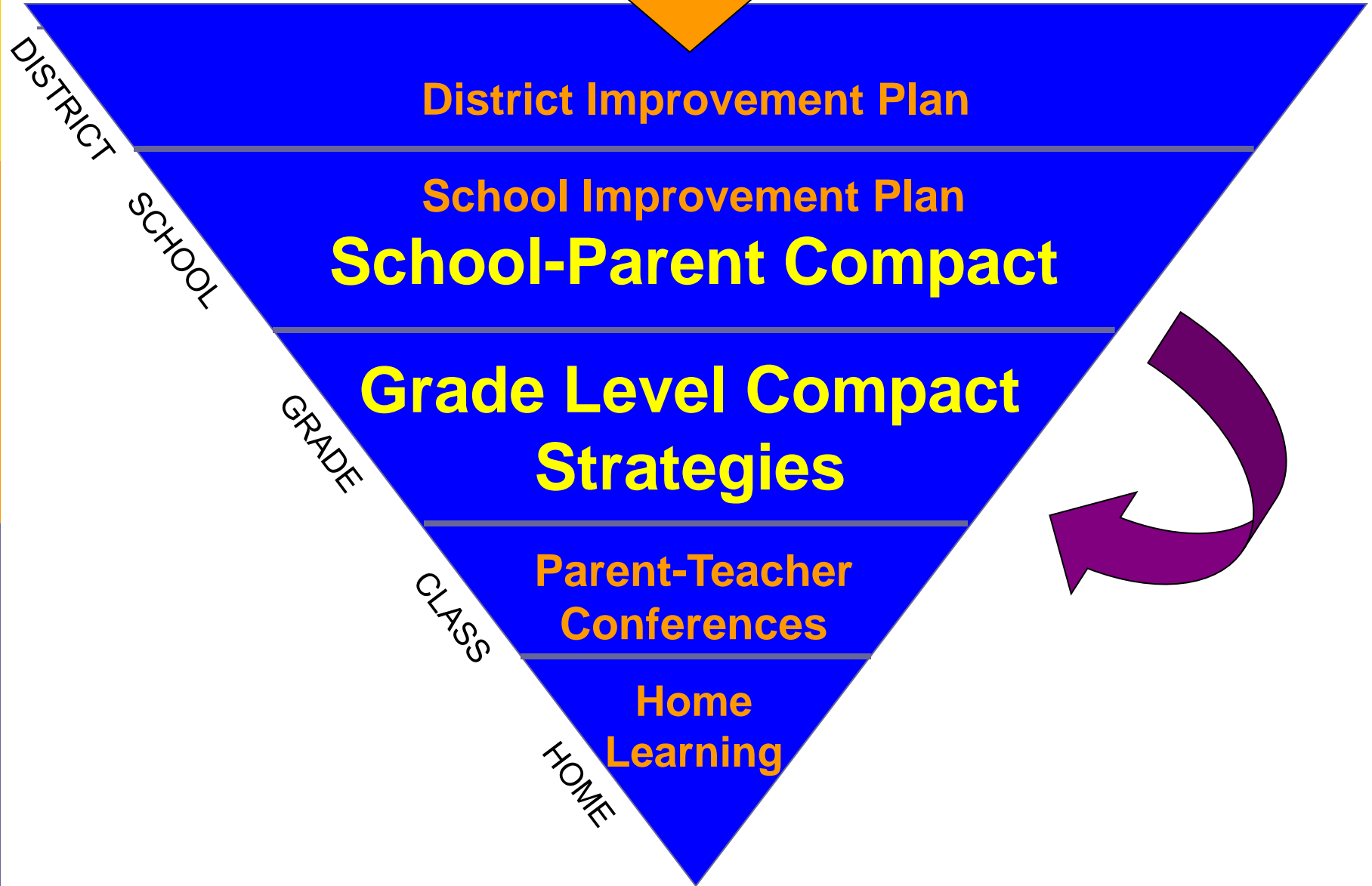
The Myths

The Compact...

- ❑ must be signed by teachers and parents
- ❑ is a good place to teach parenting
- ❑ is the place to correct student behavior



STUDENT DATA



The “10 Steps to Success” Toolkit

First Two Steps to Success



1. Motivate and get buy-in from staff

- Explain at a staff meeting what Compacts are and how they contribute to student success

2. Designate a leader

- Pick a person with leadership skills. Math/literacy coach, AP, data team leader, home-school coordinator

Next Two Steps to Success

3. Align Compact with school improvement plan

- Review and analyze school data and SIP goals to ID skills to focus on

4. Get grade-level input on skills that need to improve in each grade

- Data teams ID three goals/grade level and draft home learning ideas to discuss with parents

Steps to Success #5 and #6

5. Reach out to Families

- Meet by grade level to discuss how to work together (workshops, class meetings, math night).
Two-way conversations!

6. 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?



It's All About the Conversations!

- Recruit parents to fun event -- then break into grade level groups with translators.
- Ask: How can the school help YOU support your children's learning?
- Type up and circulate parents' ideas.
- Teachers meet at each grade level to respond, draft Compact plan.
- Parents approve.



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

Next Two Steps to Success

7. Pull it All Together

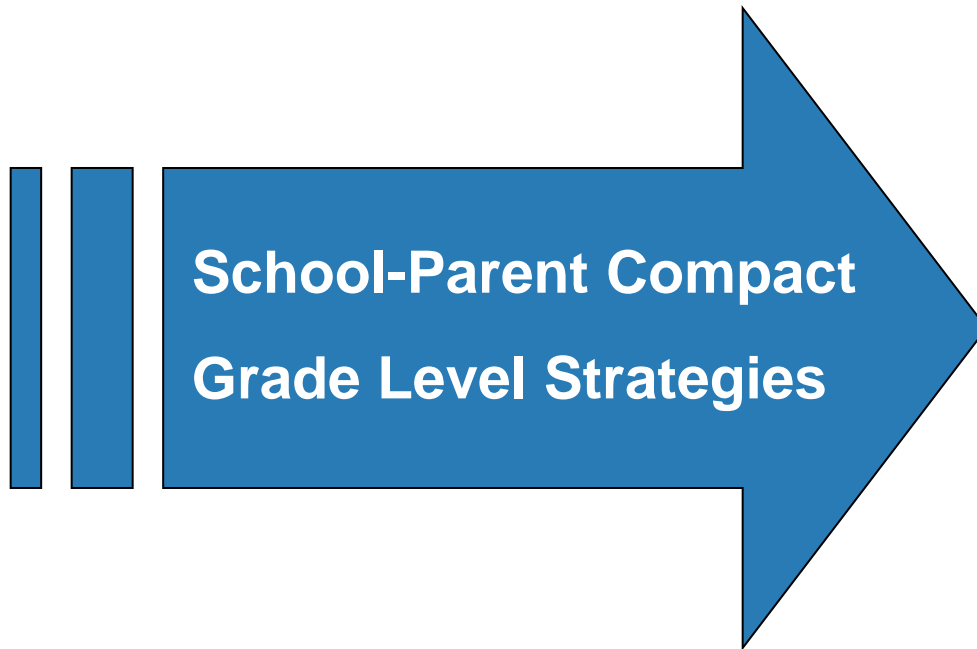
- Create an attractive, family-friendly Compact with input from all
- Design a roll-out plan

8. Align all Resources

- ID professional development
- Pull in volunteers and community partners,
- Tap the Title I budget for materials, speakers



Aligning Resources



- Budget
- Parent Workshops
- Staff Development
- Volunteers, Tutors and other Partners
- Title 1 Evaluation

School Action Team for Partnerships

Last Two Steps to Success



9. Market the Compact

- Get the word out at every opportunity
- Refer to the Compact at parent-teacher conferences and meetings

10. Review, Revise, Celebrate Progress

- Discuss what worked, what needs to Improve, then develop new plan.
- Celebrate success and ask students to show off!

What is a Family-School Compact?

Activities to Build Partnerships

4

Cover

Jointly Developed

5

Communication about Student Learning

6

**Our Goals for Student
Achievement**

1A

District Goals

School Goals

Teachers, Parents, Students – Together for Success

In The Classroom

1B

At Home

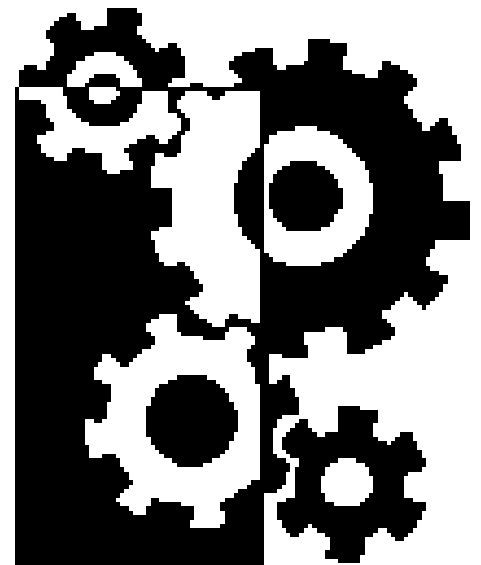
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Students

3

Technical Assistance

Our pictures tell the story









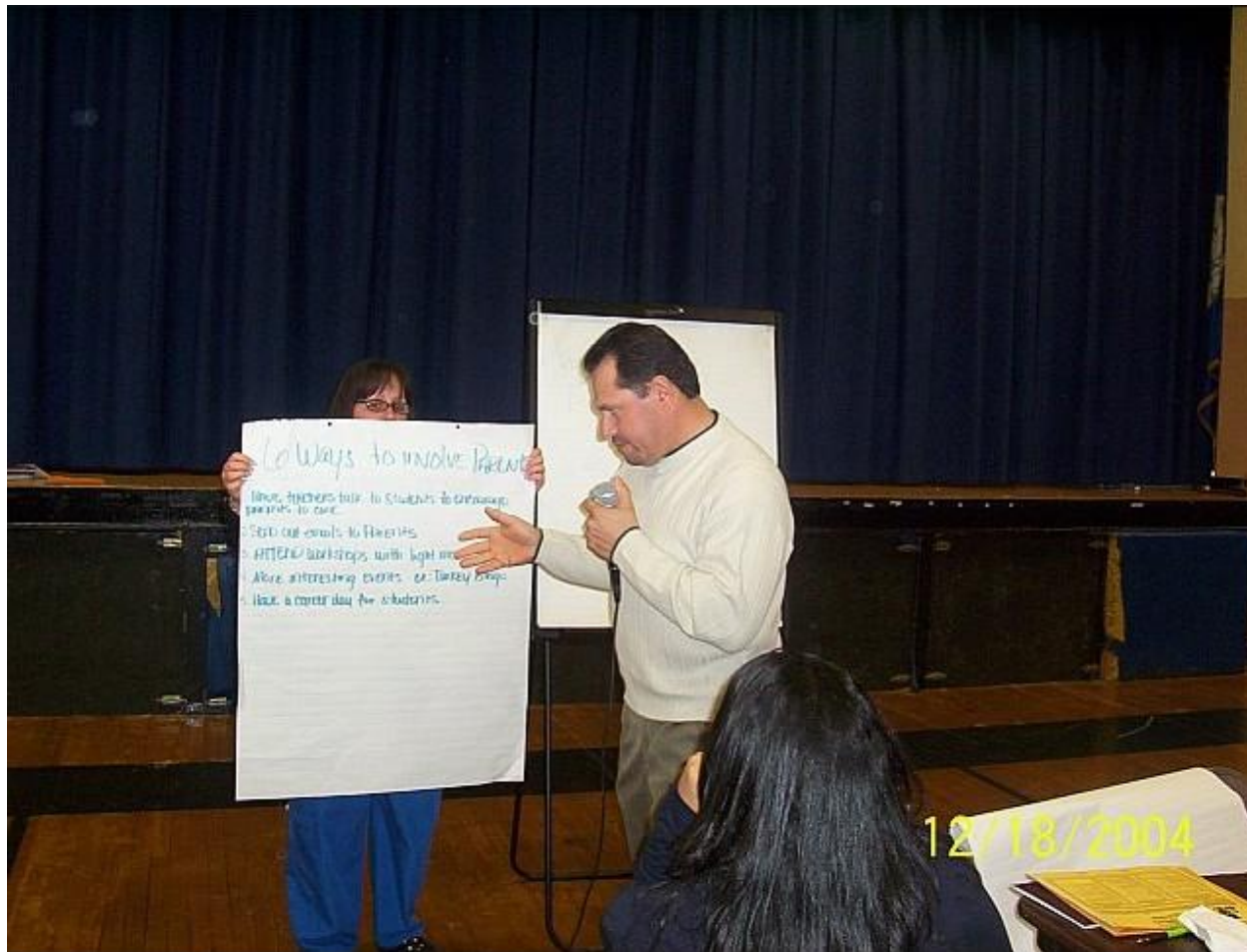


















Aligning Resources



**School-Parent Compact
Grade Level Strategies**

- ❑ Budget
- ❑ Parent Workshops
- ❑ Staff Development
- ❑ Volunteers, Tutors and other Partners
- ❑ Title 1 Evaluation

School Action Team for Partnerships

The New View of Compacts

Link to the goals of school improvement plan and grade-level achievement data

Describe strategies families can use at home to strengthen students' skills

Explain what teachers will do to support family learning

Describe what students will do to reach their achievement goals

Write in family-friendly language with meaningful input from families and students

Remember...

**If you want to go fast,
go it alone.**

**If you want to go far,
go with others.**

For More Information

- ❑ **Connecticut State Department of Education**
Go to <http://www.sde.ct.gov> and search on Title I Compact
- ❑ **Making the Most of School-Family Compacts.**
Educational Leadership, May 2011.
<http://www.ascd.org/publications/educational-leadership>
- ❑ **Family-School-Community Partnerships 2.0:**
Collaborative Strategies to Advance Student Learning. NEA Priority Schools Campaign, November 2011.
<http://neapriorityschools.org>

