

DO NOT include in School-Parent Compact

It is recommended that each school's compact(s) be tied to the improvement goals outlined in the School Plan for Student Achievement, and that the agreement be revisited at parent-teacher conferences.

**Please note: Items required by federal law [20 USC 6318 section 1118(d)(1) and (2)] are indicated with an asterisk. Other items will vary according to local need. EDIT to meet site needs*

Gregori High School School-Parent Compact

Compacts are agreements between families and schools. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It describes the ways the school and families will partner to help children achieve the State's high academic standards. (ESSA Section 1116[d])

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

Staff Pledge:

To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.
- Communicate regularly with families in a language that the family members can understand, to the extent practicable, about student progress through frequent reports to parents on their children's progress, conferences, parent-teacher meetings, progress reports, and other available means. Conduct 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.
- Provide reasonable access to staff, opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Work with the PLC team to identify what students know, what they do not know, and identify appropriate interventions for each unique student
- Provide students an opportunity to demonstrate their knowledge of the standards based curriculum
- Work to remove barriers from students that are preventing equal access
- Continue to grow and keep equity at the forefront when making decision
- Use data to drive decisions
- Support each and every student based on their unique needs

SAMPLE ANSWERS:

- Try to motivate my student(s) to learn
- Maintain high expectations and help each child develop a love of learning
- Provide a warm, safe and caring learning environment
- Provide meaningful daily assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that enhance teaching and learning and that support the formation of partnerships with families and the community
- Actively participate in collaborative decision making

- Work consistently with families and my school colleagues to make school accessible and welcoming to families
- Respect the school, students, staff, and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff and families

Family/Parent Pledge:

To help my child meet or exceed the state’s high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child’s TV viewing
- Read to or encourage my child to read every day (20 minutes for grades K-3 and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child’s progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Respect the school, staff, students, and families

This Compact was adopted by Joseph A. Gregori High School on November 16, 2021 and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: November 22, 2021

Derek Pendley, Principal

Signature of Authorized Official

November 16, 2021

Date