

School-Parent Compact: Guide to Quality
Title I Requirements and Quality Indicators

	Does the school-parent compact:	Section of Title I law:	To make the compact most effective:
The Role of the School	1-A Clearly explain district and school goals to meet student academic standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)	<ul style="list-style-type: none"> ● Link actions in the compact to goals in the school plan. ● Use achievement data to set specific goals.
	1-B Describe ways that teachers are responsible for supporting students' learning and providing high-quality curriculum and instruction? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> ● Describe how teachers will help families understand what children are learning and doing in class. ● Specify how teachers will support family participation in learning activities.
	Provide information and actions specific to each grade level, tied to the school plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and not required under Title I.	<ul style="list-style-type: none"> ● Include high-impact strategies for each grade level, designed by grade-level teams with families, after asking students for input. ● Design strategies to address high priority areas of challenge for each grade level.
The Role of the Parent	2 Describe specific ways families will be responsible for supporting their children's learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> ● Connect strategies for families to what students are doing in class.
	Provide information and actions specific to each grade level, tied to the school plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and not required under Title I.	<ul style="list-style-type: none"> ● Include high-impact strategies for each grade level, designed by grade-level teams with families, after asking students for input. ● Design strategies to address high priority areas of challenge for each grade level.
The Role of the Student	3 Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)	<ul style="list-style-type: none"> ● Connect strategies to what students are learning in class.
	Provide information and actions specific to each grade level, tied to the school plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and not required under Title I.	<ul style="list-style-type: none"> ● Include high-impact strategies for each grade level, designed by grade-level teams with families, after asking students for input. ● Design strategies to address high priority areas of challenge for each grade level.
Activities to Develop Partnerships	4 Describe school activities to build partnerships with families, including chances for parents and family members to volunteer, take part in, and observe classroom activities, and communicate with teachers? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(2)(C)	<ul style="list-style-type: none"> ● Provide both families and teachers opportunities to develop skills for working together (for example: scheduled literacy conversations, demonstration lessons, class meetings, workshops, volunteer and leadership opportunities). ● Offer activities based on identified family needs. ● Offer meetings at different days and times.
Jointly Developed	5 Describe how families are involved in developing and revising the compact? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(f)	<ul style="list-style-type: none"> ● Provide resources to cover costs for families to participate such as, child care and transportation. ● Give specifics about how families are involved (for example, families participate on data teams that meet to update the compact, annual review by the school governance council, which includes families). ● Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular home-school communication, enabling families to be kept up-to-date on their students' progress and get regular tips on home learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)(1) 1116(d)(2)(A and B)	<ul style="list-style-type: none"> ● Include parent-teacher conferences at least once a year in elementary schools, during which the compact will be discussed. ● Include follow-up steps to support families and students. ● Consult families on communication strategies that work best for them. ● Make communication do-able and user-friendly.
Format and Language	7 Ensure that the language and format of the compact are family friendly? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(f)	<ul style="list-style-type: none"> ● Work with families to identify and eliminate jargon and negative language. ● Engage families/staff with design skills to create an attractive final product. ● Translate the compact and other communications into families' first languages.