

## What is a School-Home Compact?

It is a written commitment describing how members of the school community—families, teachers, principals, and students—agree to share responsibility for student learning. The compact helps bridge the learning connection between school and home.



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### Did You Know?

- ⇒ Families, students, teachers, and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school achievement data to review our progress and assess our goals.
- ⇒ The compact is uniquely developed to meet the needs and goals of our school and students.
- ⇒ Families can provide feedback on the compact at any time. Please call Susan Smith at 615 555-1212 or visit our website, [www.achievehigh.org](http://www.achievehigh.org) for more in-

## Parent Outreach Opportunities

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There are many opportunities for families to involved and learn about Achieve High School, whether through our volunteer program, frequent visitor initiative, or open door classroom policy. Please contact our school to learn more about these great opportunities and more.

- ⇒ Family mentor program
- ⇒ Family engagement day
- ⇒ Family volunteer program
- ⇒ Parents as Tutors (P.A.T.)
- ⇒ Open house
- ⇒ Parent-teacher conferences
- ⇒ Daily school tours

Please call 615 555-1212 to schedule an appointment with your child's teacher or visit our website, [www.achievehigh.org](http://www.achievehigh.org) and click on the "Parent Information" link to learn more.

## School and Home Communication

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Achieve High school is committed to providing regular, two-way communication with families about student learning through the following methods:

- ⇒ Parent Portal
- ⇒ School website
- ⇒ Six week progress reports
- ⇒ Monthly newsletter
- ⇒ Telephone messages
- ⇒ Parent-teacher conferences
- ⇒ Text message system

For assistance utilizing any of our communication systems, please contact Susan Smith at 615 555-1212.

# ACHIEVE HIGH SCHOOL

## 2017-18 School-Parent Compact

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Mary Pleasant, Principal  
615 555-1212  
[www.achievehigh.org](http://www.achievehigh.org)

## District Goals

- ⇒ Increase student scores on the English I End of Course (EOC) exam by 5% in 2017-18.
- ⇒ Increase student scores on the English III EOC exam by 5% in 2017-18

## School Goals

- ⇒ The school score on the English I EOC for first time test takers will increase from 80% to 87%.
- ⇒ The school score on the English III EOC for first time test takers will increase from 76% to 81%



## Focus Area

To help students be strong writers across all content areas, we will focus on the following areas to improve student writing skills:

- ⇒ Write analytic arguments with valid reasoning and claims.
- ⇒ Produce clear and coherent writing in the development, organization,

## Increasing Literacy Skills

**As a school**—We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days. These days are designated for students to write of specific topics in a clear and supportive style.

**As a parent**—I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss samples of my student's persuasive writing.

**As a student**—I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as on going samples of my writing completed during monthly school-wide writing days.

## Improving Vocabulary

**As a school**—We will distribute a list of literary terms for parents and students to master, recommend educational websites for extra practice, and provide families with a progress log to monitor students' practice on vocabulary websites.

**As a parent**—I will ensure my student masters the list of literary terms by the end of the first nine weeks, and ensure my child spends 45 minutes each week practicing on the recommended vocabulary websites by reviewing student usage records and signing off on the weekly progress log provided by the school.

**As a student**—I will work with my family to master the list of literary terms by the end of the first nine weeks and complete 45 minutes each week of vocabulary practice on the recommended websites and include my signed progress log in my literary portfolio for conferences.

## Building Better Writers

**As a school**—We will provide students and parents with a “Writer’s Checklist” to assist students and parents with the essential elements of standard written and spoken English.

**As a parent**—I will review samples of my student’s writing three times a month and use the “Writer’s Checklist” while discussing teacher feedback with my student.

**As a student**—I will routinely refer to my “Writer’s Checklist” to guide my writing and learn ways to strengthen my writing style and structure.