

William Beanes Elementary School
TITLE I: SCHOOL-PARENT COMPACT SY25-26

C. Shared Responsibility: Section 1116(d) – School-Parent Compact: Elementary school staff and parents of students participating in Title I, Part A-funded activities, services, and programs agree that this School-Parent Compact defines how parents, school staff, and students will work together to support and improve student academic achievement.

Directions: Use the responses from the SY26 Spring Input Parent Meeting to develop the shared responsibilities and create one unified School-Parent Compact for SY2025-26. Once finalized and signed by the principal, distribute the compact across multiple platforms and ensure it is translated to meet the needs of your school community. Ask parents to review, sign, and return the compact to the school, encouraging them to keep a copy for their records. Use the Stakeholder Google Form if you need assistance with gathering input for this compact.

Describe how the staff will support and contribute to improving academic achievement:	<i>Describe how the parents will support and contribute to improving academic achievement:</i>	Describe how the students will support and contribute to improving academic achievement:
<p>1. How do we ensure that our curriculum and instruction effectively support students in meeting state academic standards within a positive and engaging learning environment? (Section 1116(d)(1))</p> <p>Start with the state standards, unpack them into learning targets, and ensure each unit and lesson is explicitly tied to those targets. Check that grade-level teams and subject areas are coordinated so students build skills progressively.</p> <ul style="list-style-type: none"> Hands-on projects, collaborative learning, and real-world applications make standards more meaningful. Differentiated Instruction Formative Assessment Scaffolded Supports Creating a Positive Classroom Climate Ongoing Professional Learning <p>2. How can we make parent-teacher conferences more meaningful by clearly connecting the School-Parent Compact to each student's academic success? (Section 1116(d)(2)(A))</p> <p>Welcome & Compact Overview (2 minutes) Expectations/commitment Student Progress Snapshot (5 minutes) Show specific data (grades, assessments, attendance, behavior) that relate to the compact's expectations. Connect Compact to Progress (3 minutes) Provide one or two concrete, measurable goals for the next grading period Collaborative Goal Setting & Resources (3 minutes) A checklist of what the family can do at home Questions / Parent Input (2 minutes) Encourage parents to suggest ways the school can better support their child</p> <p>3. What strategies can we use to provide parents with timely and meaningful updates on their child's academic progress while actively listening to their concerns? (Section 1116(d)(2)(B))</p> <p>Teacher "week ahead" message Progress reports Parent-teacher conference Student portfolio sharing</p> <p>4. In what ways can we provide parents with reasonable access to staff, including opportunities to observe classrooms, volunteer, and participate in school events?</p>	<p>Parents at William Beanes Elementary are committed to supporting and contributing to their child's academic achievement by actively engaging at home and school. Families expressed that they would monitor homework, set academic goals, and encourage reading and learning routines. They plan to use ParentVUE, attend conferences, and maintain open communication with teachers to stay informed about progress. Parents also emphasized the importance of ensuring regular attendance, modeling kindness and respect, and participating in school activities such as volunteering, family events, and parent committees. Additionally, they value consistent communication from teachers (including weekly or monthly learning updates), translation services for multilingual families, and more opportunities for cultural, joint, and affordable learning activities. Parents are dedicated to maintaining strong partnerships with the school and staying engaged in their child's education.</p> <p>Parent Feedback (Bulleted List):</p> <ul style="list-style-type: none"> Check homework and assignments regularly Set academic goals and encourage reading/learning routines Monitor progress through ParentVUE, conferences, and teacher communication Support attendance with consistent routines and limiting absences Volunteer in classrooms, attend family events, and join parent groups/committees Model respect, kindness, and empathy at home Request regular teacher updates (weekly/monthly syllabus or bullet points) Appreciate translation services to stay fully engaged Desire more family learning activities, cultural events, and joint projects Commit to being engaged and connected with staff and school community 	<p>Students expressed that they are dedicated to doing their best, supporting classmates, and using strategies that help them succeed. They want to contribute to a positive learning environment and participate in activities that improve achievement.</p> <p>Student Contributions:</p> <ul style="list-style-type: none"> Try their best on schoolwork and stay focused. Ask teachers or classmates for help when needed. Follow classroom rules and participate in class discussions. Support and encourage their peers. Benefit from extra time, tutoring, and hands-on learning activities. Join in school activities that promote learning.

<p><i>(Section 1116(d)(2)(C))</i></p> <p>Post each teacher's email address, phone extension, and office hours on the school website and in welcome packets.</p> <p>Offer an online appointment scheduler for conferences or quick check-ins Designate "office hours" for administrators and support staff as well.</p> <p>Invite parents to serve on Parent Leadership Team</p> <p>3. <i>How can we implement a 360-degree communication strategy to create a fully connected and engaged school community, ensuring that families receive, understand, and can respond to information in a language they understand?</i></p> <p><i>(Section 1116(d)(2)(D))</i></p> <p>Translate newsletters, flyers, permission forms, and digital updates into the top languages. Offer interpreters at meetings, IEPs, conferences, and school events. Use surveys, focus groups, or short polls after sending information.</p> <p>Train office and teaching staff on how to answer family questions promptly.</p> <p>Have bilingual staff or volunteers as points of contact for quick responses.</p>		
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Principal: _____ Date: _____ Parent/Guardian: _____ Date: _____ Student Grade: _____ Date: _____