

What Is a School-Parent Compact?

A school-parent compact is a written commitment describing how all members of a school community--parents, teachers, and students--agree to share responsibility for student learning. This compact helps bridge the learning connection between school and home.

Did You Know?

The parents, students, and staff of Coffee High School developed this School-Parent Compact. A variety of data was used including parent surveys, student feedback during revision meetings, and data from various assessments. Each school year, two meetings are held for parents, teachers, and students to compare the compacts with school data to review our progress and assess our goals.

Parents interested in volunteering or participating at the school can contact the Parent and Family Engagement Coordinator at (912) 389-6529.



Activities to Build Partnerships

Coffee High School offers ongoing events to provide parents and students with access to our staff.

- ✓ Annual Title I Meeting—Learn about our Title I programs.
- ✓ Open House—Meet your student's teachers, learn expectations, and ask questions about your student's classes.
- ✓ Grade-Specific, Guidance Department Informational Meetings—Learn about topics such as financial aid and evaluating a transcript.
- ✓ Parent-Teacher Conferences—Discuss your student's progress and learn specific strategies to enhance, enrich, or remediate his/her learning.
- ✓ AP/Honors Social—Learn about how rigorous courses benefit your child.
- ✓ Parent Appreciation and Feedback Forum—Give your input on our parent engagement policy, school-parent compact, and parent engagement budget.

School and Home Communication

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

- ✓ Parent Portal
- ✓ School Website
- ✓ Progress Reports
- ✓ Monthly Newsletters
- ✓ Telephone Conversations
- ✓ Parent-Teacher Conferences
- ✓ Kinolved



Coffee High School School-Parent Compact

2019-2020



Dr. Rowland Cummings,
Principal

Revised May 29, 2019

District Goals

During the 2019-2020 school year, Coffee County Schools will increase the percentage of students scoring at the Developing level or above on all English/Language Arts End of Course (EOC) assessments.

During the 2019-2020 school year, Coffee County Schools will increase the percentage of students scoring at the Developing level or above on all Mathematics End of Course (EOC) assessments.

School Goals

During the 2019-2020 school year, Coffee High School will increase by 3% the percentage of students scoring at the Developing level or above on the American Literature and Composition EOC Milestones Assessment and the Geometry EOC Milestones Assessment.

Focus Areas

- Increasing Reading Across the Curriculum
- Implementing a Consistent Writing Expectation
- Using Informational Reading and Argumentative Writing Assignments with All Subjects to Improve Technical Reading Skill and Argumentative Writing

Connecting School and Home

As a teacher, I will

- Provide a specific time for reading in each class
- Implement a consistent writing format for all classes
- Use informational reading and argumentative writing assignments during the course of instruction
- Teach and use an evidence-based reading strategy with students to ensure that all students perform at or above state averages on EOC assessments

As a parent, I will

- Establish a specific time for my student to read at home
- Ensure that my student has his/her writing format available to use at home
- Talk with my student about the reading and writing assignments that he/she does at school
- Consult my student's reading strategy handout to help him/her with homework or other assignments involving reading

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College, Career, and Life!***

As a student, I will

- Use all opportunities to read at school and at home
- Use the writing format taught in each of my classes to respond to all my argumentative assignments
- Read all texts provided and complete all writing assignments in each class
- Learn and use the evidence-based reading strategy taught in all my classes



Students read with their teacher in the CHS media center.

Please sign, date, and remove this corner and return it with the full signature page to your first (or second) block teacher.

Student Signature_____

Parent Signature_____

Teacher Signature_____