

Activities to Build Partnerships

We are committed to providing meetings and activities at times that work best for families. Please contact the Family Engagement Specialist to find a time that works best for you. Childcare and transportation will be provided if needed.

- Open House & Family Fun Literacy
- Math & Science Night
- Wildcat Workshops
- All Pro Dads Breakfasts
- Family Resource Room visits/checkouts
- Parent-teacher conferences
- Annual Title I meeting
- Parent input meetings
- Volunteer opportunities
- Mentoring
- Helping in classrooms
- Helping in Family Resource Room

What is a School-Parent Compact?

A School-Parent Compact is an agreement that parents, students, and teachers develop together. It explains how we can work together to insure that all our students reach grade-level standards.

Jointly Developed

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Rabun County Primary School is committed to frequent two-way communication with families about children's learning.

Some of the ways you can expect us to communicate with you:

- ❖ Parent-teacher conferences in first semester
- ❖ Frequent reports on your child's progress
- ❖ Red folders
- ❖ Notes, phone calls, text messages, or emails
- ❖ School Twitter and Instagram posts
- ❖ Updated school website
- ❖ REMIND parent messages
- ❖ Class meetings on understanding student progress
- ❖ Communications in a language that family members can understand

Family Resource Room

Drop in hours

Mondays & Wednesdays

7:30 a.m. - 3:30 p.m.

Fridays

7:30 a.m. – 11:30 a.m.

Any other time by appointment!

Checkout materials, ask questions, and get support with your child's learning.

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2020-2021



School-Parent Compact for Achievement

**Kindergarten
Focus for Student Success**

Dr. Jay Fowler, Principal

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Michelle Black, Family Engagement Specialist

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Your child's teacher is

You may contact her at
706-782-3831 or by email at

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Revised: July 7, 2020

Our Goals for Student Achievement

District Goals

- To increase by 3% the number of students scoring proficient or above on English Language Arts and Math Milestones assessments.
- Each school will have a minimum of 4 stars on their CCRPI Climate rating.

School Goals

- Decrease the percentage of students in grades K-2 who score in the low or low average range on their grade level Math Measures of Academic Progress (MAP) Assessment by 10% overall in the 2020-2021 school year (from 36% in October, 2019 to 26% in April, 2021).
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- Maintain or decrease the number of office referrals (major, minor, school, and bus) for the 2020-2021 school year at < or = 137.

Grade-level Goals

- Understand one-to-one correspondence
- Understand composing (combining numbers) and decomposing (taking apart) numbers 0-20
- Recognize letter names and sounds with fluency
- Know grade level sight words with fluency

Teachers, Families, and Students jointly developed the following ideas to support student success.

As teachers we will:

___ provide and explain daily Saxon Phonics Lessons.

___ provide explicit sight word instruction through a balanced literacy approach.

___ provide manipulatives to teach and assess student understanding of counting and one-to-one correspondence.

___ provide manipulatives to teach and assess students' understanding of composing (combining numbers) and decomposing (taking apart) numbers 0-20.

As families, we will:

___ read twenty minutes each night with our child.

___ use letter tiles and alphabet strips while practicing letter identification and sounds daily.

___ help our child master the sight word list for each nine-week period.

___ help our student practice daily rote counting to 50 and daily counting with manipulatives to 30.

___ attend parent workshops.

___ utilize additional resources (websites, Apps, video library, and newsletters).

As a student, I will:

___ practice my sight words every night with my parents.

___ practice my letters with practice things the teachers send home.

___ read books every night with my family.

___ count a lot even while I'm riding in my car.

___ explain what I learned to my parents as we go through my red folder.

___ always be a good student, try my best, and ask questions if I don't understand.

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2020-2021



School-Parent Compact for Achievement

**1st Grade
Focus for Student Success**

Dr. Jay Fowler, Principal

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Michelle Black, Family Engagement Specialist

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Grade-level Goals

- Addition and subtraction with fluency
- Communicating mathematical thinking using specific vocabulary
- Increased reading comprehension
- Increased reading fluency

Teachers, Families, and Students jointly developed the following ideas to support student success.

As teachers, we will:

- ___ teach and assess student fluency of addition and subtraction.
- ___ teach and assess students' oral and written communication of mathematical thinking.
- ___ assess and inform parents of student comprehension and Fountas & Pinnell levels throughout the year.
- ___ expose students to vocabulary through the use of various cross-curricular materials.
- ___ utilize guided reading materials to strengthen fluency skills
- ___ provide parents with technology resources.
- ___ provide parent workshops to teach strategies related to goals.

As families, we will:

- ___ help our child with their addition and subtraction strategies and communication of mathematical thinking.
- ___ make sure that our child reads for 20 minutes daily and ask them about the characters, setting, problem and solution in the story.
- ___ help our child retell the order of events in the stories they read.
- ___ use any on-line resources suggested by the teacher.
- ___ practice spelling words with our child every night.
- ___ attend Wildcat Workshops that teach strategies related to grade level goals.
- ___ will check the agenda daily.

As a student, I will:

- ___ practice my spelling words and read as many books as I can every day.
- ___ practice my math skills with my parents and play a game that I bring home from school.
- ___ teach my family the things that I've learned and talk about the books I read.
- ___ practice adding and subtracting using strategies.
- ___ do some learning fun, like a science experiments, with my family.
- ___ get enough sleep and eat good food so my body and brain be ready to learn.
- ___ try my hardest every day and ask questions if I don't understand.

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2020-2021



School-Parent Compact for Achievement

**2nd Grade
Focus for Student Success**

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Michelle Black, Family Engagement Specialist
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Grade-level Goals

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- Mentally add or subtract 10 or 100 from a given number
- Recounting and retelling stories with beginning, middle, and end
- Writing and citing text evidence

Teachers, Families, and Students jointly developed the following ideas to support student success.

As teachers, we will:

- ___ teach three digit numbers with base ten blocks.
- ___ assess understanding of adding and subtracting 10 or 100 using mental strategies based on place value skills and provide instructional materials to parents on the same.
- ___ teach and assess ability to orally retell and provide evidence from the text.
- ___ provide time to read Accelerated Reader books on a student's level daily.
- ___ provide parent instruction for oral retelling and written responses.

As families, we will:

- ___ attend workshops or parent nights to gain understanding of instruction that will assist us in helping at home.
- ___ read Accelerated Reader books with our student on their level nightly.
- ___ assist with mental strategies that help our student when adding or subtracting 10 or 100.
- ___ use instructional games and materials at home which the school provides.
- ___ assist with homework assignments that reinforce skills taught in the classroom.
- ___ communicate with our student the importance of classwork in the red folder and sign agenda book nightly.

As a student, I will:

- ___ read AR every night and do my spelling words.
- ___ practice mental math strategies even if I have to do it while riding in the car.
- ___ be at school every day so I can learn all I can.
- ___ do my best at school
- ___ share what I have learned by teaching my friends new games and strategies.
- ___ play learning games with my family.
- ___ ask more questions, talk more with my parents, and retell stories to them in a way that makes sense.

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2020-2021



School-Parent Compact for Achievement

**Primary Resource Room
Focus for Student Success**

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Grade-level Goals

- Understand one-to-one correspondence
- Understand composing (combining numbers) and decomposing (taking apart) numbers 0-20
- Recognize letter names and sounds with fluency
- Know grade level sight words with fluency

Teachers, Families, and Students jointly developed the following ideas to support student success.

As teachers, we will:

- ___ provide manipulatives to teach and assess student understanding of counting and one-to-one correspondence.
- ___ provide manipulatives to teach and assess students' understanding of composing and decomposing numbers 0-20.
- ___ provide and explain daily Sunday Reading Systems Lessons.
- ___ provide explicit sight word instruction through Unique Learning Curriculum.
- ___ check student progress through teacher observation and informal assessments.
- ___ provide frequent feedback to students and parents about student progress through weekly papers, PowerSchool, notes, phone calls, conferences, and agendas.

As families, we will:

- ___ review the sight words with our child by using the resources provided by the teacher.
- ___ monitor student progress through weekly folders and agendas.
- ___ attend parent workshops.
- ___ contact our child's teacher if we have questions.
- ___ utilize additional resources (websites, Apps, video library, and newsletters).
- ___ read twenty minutes a night to/with our child.

As a student, I will:

- ___ practice letter identification, letter sounds, and sight words with my parents each day.
- ___ participate in class and ask for help when needed and give my best effort always.
- ___ monitor my own progress through weekly folders and teacher feedback.

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Rabun County
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School-Parent Compact for Achievement

**Adaptive Class
Focus for Student Success**

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Classroom Goals

- Improve numeracy skills addressed in the IEP
- Improve literacy skills addressed in the IEP
- Increase independence with adaptive skills

Teachers, Families, and Students jointly developed the following ideas to support student success.

As teachers, we will:

___ provide manipulatives to teach counting and one-to-one correspondence.

___ provide manipulatives to teach composing and decomposing numbers.

___ provide leveled literacy instruction.

___ check student progress through teacher observation and informal assessments.

___ provide interventions to address individual academic, behavioral, adaptive, and social/emotional needs.

___ provide frequent feedback about student progress through notes and work samples in agenda, phone calls and texts, conferences, and Progress Reports.

___ work as a team with parents and other professionals within and outside of the school.

As a student, I will:

___ listen as my teachers and parents read books to me.

___ follow rules and directions.

___ participate in class and ask for help when needed.

___ always give my best effort.

As families, we will:

___ monitor our child's progress through agendas and work samples that are sent home each day.

___ contact our child's teacher if we have questions, concerns, or other important information.

___ read to or with our child for ten to twenty minutes each night.

___ utilize additional resources (websites, apps, newsletters, and private therapy when appropriate).

___ work as a team with teachers and other professionals within and outside of the school.

___ attend parent workshops.