

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 Literacy Night
- 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

The families, students, and staff of RCES developed this School-Parent Compact. At least two planning meetings are held each year in the spring at RCES to review and make changes to the compact based on student needs. Students also meet with Family Engagement staff to share their ideas.

***Rabun County Elementary 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 through:
 - Weekly folders
 - Agenda books
 - Current grades in PowerSchool
- Notes, phone calls, text messages, or emails.
- School Twitter and Instagram posts
- REMIND parent messages
- Communications in a language that family members can understand.

Family Resource Room

Tuesdays & Thursdays

7:30 AM-3:30 PM

Fridays

12:00PM – 3:30PM

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**

**3rd Grade
Focus for Student Success**

Jonathan Welch, Principal
jowelch@rabuncountyschools.org

**Michelle Black, Family Engagement
Specialist** mblack@rabuncountyschools.org

Your child's teacher is

You may contact her at
706-782-3116 or by email at
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www.rabuncountyschools.org

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

- The percentage of 3-6 grade students scoring in the "Low Growth" range on the Fall Math-MAP Assessment will decrease by at least 2% on the spring Math-MAP Assessment.
- The percentage of 3-6 grade students scoring in the "Low Growth" range on the Fall Reading-MAP Assessment will decrease by at least 2% on the spring Reading-MAP Assessment.
- Maintain a positive school climate and culture by scoring 4 or higher on the 2020-2021 CCRPI Star Climate Rating.

Grade-level Goals

- Develop an understanding of place value in order to correctly add and subtract four digit numbers
- Develop an understanding of multiplication and division and strategies for multiplication and divisions within 100
- Improve comprehension and fluency of complex text
- Develop an understanding of how to construct responses to open ended questions

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

As teachers, we will:

- ___ use manipulatives to assess students' understanding of unitizing (renaming).
- ___ teach strategies to improve fact fluency.
- ___ provide students with flashcards, digit cards, games, or fact lists.
- ___ teach comprehension strategies.
- ___ provide differentiated instruction in all content areas based on their instructional level.
- ___ teach the RACE strategy to improve student responses to open ended questions.
- ___ Implement FRECKLE to support differentiated instruction.

As a student, I will:

- ___ accept responsibility for my learning and ask for help when I don't understand.
- ___ read, do my homework, and use learning websites at home every day.
- ___ visualize what I read (see it like a movie in my mind).
- ___ use learning strategies I've been taught while doing classwork, homework, and tests.
- ___ use my flashcards to help memorize facts in math.
- ___ eat healthy and exercise to help me think clearly.
- ___ get enough rest and use less screen time.

As families, we will:

- ___ listen to our child read and ask them what they've been learning.
- ___ practice math facts (addition, subtraction, multiplication, division) with our child until they remember them easily.
- ___ regularly check our child's homework, papers, agenda book and grades in PowerSchool.
- ___ utilize RCES technology programs
- ___ attend parent teacher conferences, Wildcat Workshops, and family fun academic nights.
- ___ make use of the family resource room when our child is struggling or wants a challenge.
- ___ encourage less screen time and set an appropriate bedtime for our child.

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**School-Parent Compact for
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**4th Grade
Focus for Student Success**

Jonathan Welch, Principal
jowelch@rabuncountyschools.org

**Michelle Black, Family Engagement
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Grade-level Goals

- Develop an understanding and fluency with multi-digit multiplication and develop an understanding of dividing to find quotients involving multi-digit dividends
- Increase reading comprehension

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

As teachers, we will:

___ model and teach appropriate multiplication strategies (area model and traditional algorithm) and division strategies (partial quotients).

___ provide daily reading time for students to read at their instructional & independent level.

___ check student progress through teacher observation and formal assessments, and provide frequent feedback through weekly papers, PowerSchool, notes, phone calls, and conferences.

As a student, I will:

___ push myself to do the best I can and ask for help if I get stuck on something.

___ read at least 20 minutes a night to increase my vocabulary.

___ practice my math facts each night and use the strategies my teachers teach me.

___ monitor my progress through PowerSchool and fix the mistakes I make on my work.

___ take time off of electronics, be sure to do all my homework, and get enough sleep each night.

___ help others by following the PRIDE code and taking responsibility for my learning and behavior.

As families, we will:

___ make sure our child reads books on their independent level every night.

___ practice math facts (addition, subtraction, multiplication, division) with our child until they remember them easily.

___ encourage our child to use the multiplication and division strategies they learn from their teachers, while doing assignments at home.

___ regularly monitor our child's progress through weekly folders, agendas, and PowerSchool. We will log on with our child, if we don't have our own parent PowerSchool Account, in order to stay aware of how they are doing.

___ attend parent teacher conferences, Wildcat Workshops, and family fun academic nights.

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**School-Parent Compact for
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**5th Grade
Focus for Student Success**

Jonathan Welch, Principal
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**Michelle Black, Family Engagement
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Your child's teacher is

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Grade-level Goals

- Develop fluency strategies (speed and accuracy) with multiplication and division facts
- Develop an understanding of the multiplication/division of whole numbers, decimals and fractions
- Understand and discuss fiction and informational text
- Strengthen and expand vocabulary skills.

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

As teachers, we will:

___ Provide families with strategies for multiplication and division as well as a "Homework Help Guide" for operations with whole numbers, decimals, and fractions.

___ Teach strategies for constructed and extended response answers.

___ Listen to students read and monitor accuracy, fluency (speed), and comprehension (understanding).

___ Discuss and set goals with students about grades, missing assignments, and assessments.

As a student, I will:

___ practice my multiplication and division facts until I can easily remember them.

___ complete my homework each night and ask for help when I don't understand.

___ challenge myself to read the required amount every day and exceed my reading goals.

___ try to do my best every day.

___ use computer programs at home and the Homework Help Guide to help with my homework.

___ help others when I can and follow the PRIDE Code.

___ check PowerSchool with my parents for weekly updated grades/missing assignments, and bring my grades up if they are not what they should be.

___ understand how to talk about fiction and informational text.

As families, we will:

___ reinforce our child's use of the multiplication and division strategies they have learned, for a minimum of five minutes every night, and help them with homework using the "Homework Help Guide".

___ check for understanding by asking questions about what they are learning.

___ ensure that our child reads the required 20 minutes a night and monitor their personal reading goals.

___ attend family curriculum nights to learn how to use specific math and literacy strategies.

___ regularly check our child's homework, papers, agenda book and grades in PowerSchool.

___ discuss high quality character traits that lead to success (responsibility, perseverance, determination, self-respect).

___ help our child be at school every day on time and ready to learn.

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2020-2021



School-Parent Compact for Achievement

6th Grade Focus for Student Success

Jonathan Welch, Principal
jowelch@rabuncountyschools.org

Michelle Black, Family Engagement Specialist
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Your child's teacher is

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Grade-level Goals

- Strengthen comprehension, vocabulary skills, and writing in all content areas
- Strengthen math computation (fluency) skills

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

As teachers, we will:

___ assess and report student comprehension and reading levels at various times throughout the year.

___ expose students to new

___ provide graphic organizers for the current skill or vocabulary. vocabulary through novel studies, weekly articles, and paired texts.

___ use differentiated strategies, teach fluency skills, and vocabulary using hands-on activities, modeling, use of various websites, practice problems, and games.

___ assess student mastery and inform both students and parents of progress.

As a student, I will:

___ utilize reading strategies I have learned in all subjects.

___ use new vocabulary words in writing and in conversation.

___ write assignments in my agenda and complete them.

___ check PowerSchool with my parents for weekly updated grades and missing assignments, and bring my grades up if they are not what they should be.

___ not use calculators on computation (fluency) skill practice.

___ participate in class, ask questions, and ask for help when needed.

___ keep my notebooks organized in order to find graphic organizers for skills and vocabulary.

___ use 100% of my potential to learn new ideas/strategies and challenge myself to stay healthy, so I don't have to miss school.

As families, we will:

___ review, practice, and discuss current fluency skills weekly using graphic organizers provided by the teacher.

___ ask students about new vocabulary words and have them use the words in a sentence or demonstrate in some way their understanding of the word meanings.

___ contact teachers to express questions, concerns, or for clarifications.

___ regularly check our child's homework, papers, agenda book and grades in PowerSchool.

___ check for assignments in the agenda every night.

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**SWIS Class
Focus for Student Success**

Jonathan Welch, Principal
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Grade-level Goals

- Strengthen problem solving skills and application processing of standards
- Strengthen responses on extended response and multi-step assessment items in math and reading
- Strengthen summary, generalization, inference, and interpretation skills
- Promote higher order thinking, reasoning, and problem solving while fostering independence and accountability

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

As teachers, we will:

___ use formative instructional practices and assessments as well as integrate technology and differentiated learning software.

___ use a variety of instructional strategies such as differentiated small groups, whole group and inquiry based instruction.

___ monitor reading comprehension with strategies for processing and analyzing information.

___ monitor vocabulary development through word study.

___ focus on providing evidence based answers for constructed and extended response, making sure to use complete sentences.

As a student, I will:

___ participate in class discussions, give my best effort, and take responsibility for assignments & actions.

___ complete all assigned work and required reading every night.

___ complete assigned technology lessons in areas of weakness.

___ use evidence to support our thoughts about what we read.

___ make inferences and predictions and be able to summarize text.

___ check PowerSchool with our parents to share areas of strength and areas that need improvement.

___ be willing to take risks and make mistakes.

As families, we will:

___ provide a distraction free area and ensure that our child does spiral review homework and Five-a-Day notes nightly.

___ monitor PowerSchool, monitor daily attendance and punctuality, and discuss student performance with our child.

___ ensure our child reads the required 20 minutes a night.

___ understand that to earn high grades in a rigorous classroom, high levels of effort are required.

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Adaptive Class Focus for Student Success

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Grade-level Goals

- Add and subtract #s 0-20
- Understand one-to-one correspondence
- Understand composing and decomposing numbers 0-20
- Recognize letter names and sounds with fluency
- Segment and blend words with fluency
- Know Dolch sight word lists with fluency

As teachers, we will:

- provide manipulatives to teach and assess students' 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 lessons.
- provide explicit sight word instruction through Unique Learning Curriculum.
- teach basic self-help skills.
- check student progress through teacher observations, informal assessments, and data collection.
- provide frequent feedback to students and parents about student progress through weekly papers, PowerSchool, notes, phone calls, conferences, and agendas.

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.
- ___ where appropriate monitor my own progress through weekly folders and teacher feedback.

As families, we will:

- review the sight words with our child by using the resources provided by the teacher.
- monitor our child's progress through weekly folders and agendas.
- attend parent workshops.
- read 20 minutes a night to/with our child.
- Utilize additional resources (websites, Apps, video library, and newsletters).
- contact our child's teacher if we have questions.