

## 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?

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### Jointly Developed

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***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 the 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.

FOLLOW US!



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2021-2022



**School-Parent Compact  
for Achievement**

**3<sup>rd</sup> Grade  
Focus for Student Success**

**Jonathan Welch, Principal**

[jowelch@rabuncountyschools.org](mailto:jowelch@rabuncountyschools.org)

**Michelle Black, Family Engagement Specialist**

[mblack@rabuncountyschools.org](mailto:mblack@rabuncountyschools.org)

Your child's teacher is

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You may contact your child's teacher at  
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Tiger, Georgia, 30576  
706-782-3116

[www.rabuncountyschools.org](http://www.rabuncountyschools.org)

**Revised: March 1, 2021**

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

**District Goals**

- TBD

**School Goals**

- TBD

**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.

**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.

\_\_\_ assess and inform parents of student comprehension and Fountas & Pinnell reading levels.

\_\_\_ 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 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.

**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.

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2021-2022



## School-Parent Compact for Achievement

## 4<sup>th</sup> Grade Focus for Student Success

**Jonathan Welch, Principal**

[jowelch@rabuncountyschools.org](mailto:jowelch@rabuncountyschools.org)

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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

**As teachers, we will:**

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

\_\_\_ assess and inform parents of student comprehension and Fountas & Pinnell reading levels.

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

\_\_\_ provide a digital and an initial paper copy of the school closure packet of work.

**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.

\_\_\_ make sure our child completes the paper or digital version of the school closure packet each day of closure. We will ensure it is completed and returned to school upon the first day of in class instruction.

**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.

\_\_\_ complete daily assignments during school closure (school closure packet/Google Classroom).

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2021-2022



## School-Parent Compact for Achievement

### 5<sup>th</sup> Grade Focus for Student Success

**Jonathan Welch, Principal**

[jowelch@rabuncountyschools.org](mailto:jowelch@rabuncountyschools.org)

**Michelle Black, Family Engagement Specialist**

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**School Goals**

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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.

**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).

\_\_\_ assess and inform parents of student comprehension and Fountas & Pinnell reading levels.

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

**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.

**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.

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**School-Parent Compact  
for Achievement**

**6<sup>th</sup> Grade  
Focus for Student Success**

**Jonathan Welch, Principal**

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- TBD

**School Goals**

- TBD

**Grade-level Goals**

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

**As teachers, we will:**

\_\_\_ assess and inform parents of student comprehension and Fountas & Pinnell reading levels.

\_\_\_ 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 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.

**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.



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**School-Parent Compact  
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**SWIS Class  
Focus for Student Success**

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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

**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.

\_\_\_ assess and inform parents of student comprehension and Fountas & Pinnell reading levels.

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

**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.

**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.

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## School-Parent Compact for Achievement

## 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 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.

**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.