

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 ensure that all our students reach grade-level standards.

Jointly Developed

The families, students, and staff of RCPS developed this School-Parent Compact. At least two planning meetings are held each year in the spring at RCPS 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 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 AND daily agendas
- 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.

FOLLOW US!



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2022-2023



Rabun County
Primary School

**School-Parent Compact
for Achievement**

**Kindergarten
Focus for Student Success**

Carla Truelove, Principal

ctruelove@rabuncountyschools.org

Michelle Black, Family Engagement Specialist

mblack@rabuncountyschools.org

Your child's teacher is

You may contact your child's teacher at

706-782-3831 or by email at

_____@rabuncountyschools.org

Rabun County Primary School
801 East Boggs Mountain Road
Tiger, Georgia, 30576

706-782-3831

www.rabuncountyschools.org

Revised: February 28, 2022

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

District Strategic Plan Goal Areas

- Excellence in Student Achievement, Readiness, & Engagement
- Excellence in Professionalism and Leadership
- Excellence in Operational Effectiveness
- Excellence in Family and Community Engagement
- Excellence in Safety and Culture of Well-Being

School Goals

- Will be updated after the CNA, SWP, and development of the school improvement plan.

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

As teachers, we will:

___ provide and explain daily Saxon Phonics Lessons.

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

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

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

___ use on-line resources suggested by the teacher.

___ discuss the PAWS Code for behavior and encourage our child to earn PAW/Dojo points.

___ use the Family Resource Room and show interest in what my child selects to bring home to play and learn with.

As a student, I will:

___ practice my sight words every night with my parents until I know them all.

___ 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.

___ follow the PAWS Code, try my best, and ask questions if I don't understand.

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**School-Parent Compact
for Achievement**

**1st Grade
Focus for Student Success**

Carla Truelove, Principal
ctruelove@rabuncountyschools.org

Michelle Black, Family Engagement Specialist
mblack@rabuncountyschools.org

Your child's teacher is

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Grade-level Goals

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

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 reading levels.

___ 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.

___ will check and sign the agenda book daily.

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

___ use on-line resources suggested by the teacher.

___ discuss the PAWS Code for behavior and encourage our child to earn PAW/Dojo points.

___ use the Family Resource Room and show interest in what my child selects to bring home to play and learn with.

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 science experiments, with my family.

___ get enough sleep and eat good food so my body and brain are ready to learn.

___ follow the PAWS Code, try my hardest, and ask questions if I don't understand.

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**School-Parent Compact
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**2nd Grade
Focus for Student Success**

Carla Truelove, Principal
ctruelove@rabuncountyschools.org

Michelle Black, Family Engagement Specialist
mblack@rabuncountyschools.org

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-

School Goals

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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

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.

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

As families, we will:

___ read with our child every night for at least 20 minutes.

___ assist with mental strategies that help our student when adding or subtracting 10 or 100.

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

___ 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.

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

___ use on-line resources suggested by the teacher.

___ discuss the PAWS Code for behavior and encourage our child to earn PAW/Dojo points.

___ use the Family Resource Room and show interest in what my child selects to bring home to play and learn with.

As a student, I will:

___ 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.

___ share what I have learned by teaching my friends new games and strategies.

___ play learning games with my family.

___ follow the PAWS Code, try my hardest, and ask questions if I don't understand.

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School-Parent Compact for Achievement

Primary Resource Room Focus for Student Success

Carla Truelove, Principal

ctruelove@rabuncountyschools.org

Michelle Black, Family Engagement Specialist

mblack@rabuncountyschools.org

Your child's teacher is

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- Recognize letter names and sounds with fluency
- Know grade level sight words with fluency

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School Goals

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Grade-level Goals

- Understand one-to-one correspondence
- Understand composing (combining numbers) and decomposing (taking apart) numbers 0-20

Administration, 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.

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

___ 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:

___ read twenty minutes a night to/with our child.

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

___ use on-line resources suggested by the teacher.

___ discuss the PAWS Code for behavior and encourage our child to earn PAW/Dojo points.

___ contact our child's teacher if we have questions.

___ utilize resources available through the Family Resource Room.

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.

___ follow the PAWS Code, try my hardest, and ask questions if I don't understand.

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School-Parent Compact for Achievement

Adaptive Class Focus for Student Success

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ctruelove@rabuncountyschools.org

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mblack@rabuncountyschools.org

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Grade-level Goals

- Improve numeracy skills addressed in the IEP

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

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

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 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.

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

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

___ use on-line resources suggested by the teacher.

___ discuss the PAWS Code for behavior and encourage our child to earn PAW/Dojo points.

As a student, I will:

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

___ follow the PAWS Code rules and teachers directions.

___ participate in class and ask for help when needed.

___ always give my best effort.

