

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 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 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.

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2022-2023



School-Parent Compact for Achievement

3rd Grade Focus for Student Success

Jonathan Welch, Principal

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Michelle Black, Family Engagement Specialist

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Your child's teacher is

You may contact your child's teacher at 706-782-3116 or by email at _____@rabuncountyschools.org

Rabun County Elementary School
1115 East Boggs Mountain Road
Tiger, Georgia, 30576
706-782-3116
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

- 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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**School-Parent Compact
for Achievement**

**4th Grade
Focus for Student Success**

Jonathan Welch, Principal

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Your child's teacher is

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

Jonathan Welch, Principal
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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**

**6th Grade
Focus for Student Success**

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Your child's teacher is

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School Goals

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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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**Adaptive Class
Focus for Student Success**

Jonathan Welch, Principal

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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.