

SCHOOL-PARENT COMPACTS: *OUR SHARED RESPONSIBILITIES*

GEORGIA DEPARTMENT OF EDUCATION

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LINK TO LEARNING: An Effective School-Parent Compact

Link to Learning An Effective School-Parent Compact

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards. Below is a suggested process schools may follow to ensure an effective school-parent compact is linked to learning.

🕒 Narrow it Down

Decide which one or two already identified school improvement goals students, parents, and teachers can work on improving together.

🕒 Be Family-Friendly

Revise the wording of your selected school improvement goal(s) so that they are family-friendly and clearly explain what should be accomplished throughout the school year.

🕒 Plan

Know how you will explain why the goal(s) are the area of highest need to families.



🕒 Utilize Data

Use grade level/content area data to identify students' greatest challenges and determine what skills/focus area they need to strengthen the most.

🕒 Prioritize

What are the most fundamental learning skills? Pick no more than two academic focus areas for the compact. Utilize the Department's list of focus areas to help in selecting foundational grade-level skills.

🕒 Develop Ideas

Draft two to three activities/strategies you can share with parents to use at home with their child that are linked to the identified focus areas.

🕒 Discuss

Draft two to three corresponding activities/strategies teachers can also use to help parents with the activities/strategies they identified. Determine what information parents might need to complete the activities with their child effectively.

School-parent compacts should be clearly linked to particular school improvement goal(s) and focus on one or two grade-level/subject-level skills.

School-parent compacts are most effective when developed for each grade (elementary and middle school) or subject level (high school), however, schoolwide compacts are acceptable as well.

Meet with Parents

Welcome families and arrange them in small groups. If developing a grade or subject-level compact, divide them accordingly or hold meetings in individual classrooms. Please note, if holding a schoolwide meeting, not all teachers need to be present. However, it would be helpful to have teachers who are content experts in the goal and focus area selected present.

🕒 Icebreaker

Design a brief get-to-know you activity that is simple and fun. Provide opportunities for parents to get out of their chairs and speak to one another.

🕒 Share

Be sure to share the student achievement data that focuses back on the areas that will be the emphasis of the compact. Include in your comments how and why the goal(s) were selected. Then, explain learning skills, along with how they are measured, that will be addressed as the focus area(s) on the compact.

🕒 Give Examples

Describe the draft activities/strategies that the teachers developed in the previous meeting tied to the focus area, that parents will use at home with their child. Model the most important activities with the families.

🕒 Role Play

Have parents pair up together, with one parent playing the role of the child and the other one using the activity just shared. Then, have the parents switch roles.

🕒 Get Feedback

Ask parents what other activities/strategies would be helpful for the school to provide to them to help their child throughout the year. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

🕒 Brainstorm

Ask parents what they could do with their child if given the support they need from the school. Make sure the activities/strategies are tied together. Have parents set realistic goals for them and their child. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

Developing and revising the school-parent compact each year is an opportunity to hold conversations with families about important student learning goals and define a plan of action that will help teachers and families form a partnership to improve student achievement.

LINK TO LEARNING: An Effective School-Parent Compact



Click on the graphic below to download the "Link to Learning" document.



LINKING RESPONSIBILITIES TO GOALS: S.M.A.R.T. GOALS

Align all responsibilities with the S.M.A.R.T. goals

S

SPECIFIC

Who, What, Where, When, Why, Which

Define the goal as much as possible without ambiguous language.

WHO is involved, WHAT do we want to accomplish, WHERE will it be done, WHY are we doing this (reasons, purpose), WHICH constraints/requirements do we have?

M

MEASUREABLE

From and To

Can we track the progress and measure the outcome?

How much, how many, how will we know when our goal is accomplished?

A

ATTAINABLE

How

Is the goal reasonable enough to be accomplished? How so?

Make sure the goal is not out of reach or below standard performance.

R

RELEVANT

Worthwhile

Is the goal about helping students and will it meet their needs?

Is each goal consistent with other goals and fits with the immediate and long term plans?

T

TIME-BOUND

When

Set a time limit we will complete this step by month/day/year.

It will establish a sense of urgency and prompt your school to have better time management.

Examples of S.M.A.R.T. Goals

Elementary English Language Arts	Example Elementary School will increase the percentage of students reading on grade level from 79% to 84% as measured by Lexile Scores on this school year's Georgia Milestones End of Grade Assessment.
Elementary Math	Example Elementary School will increase the percentage of students scoring at Developing learner or above from 79% to 84% as measured by this school year's Georgia Milestones End of Grade Assessment.
Middle School English Language Arts	Example Middle School will decrease the number of students reading below grade level from 84% to 79% as measured on the Reading Inventory assessment in August and May.
Middle School Math	Example Middle School will decrease the number of students below grade level in math by 5% based on the Math Inventory Assessment in August and May.
High School English Language Arts	Example High School will increase the number of students reading on the 9 th and 11 th grade Lexile band as measured by this school year's 9 th Grade Literature and American Literature End of Course assessments by 4%.
High School Math	Example High School will increase school performance on this school year's math End of Course assessments by 6% at the proficiency level III and/or IV.



GaDOE Checklist

The School/Teacher's Responsibilities

The school/teacher will provide specific activities/strategies to families, for at home learning, to promote student growth on identified school/grade level academic achievement goals. The strategies should:

- Build the family's capacity to support student learning at home
- Be linked to school / grade level academic achievement goals
- Be aligned to the family's and student's responsibilities
- Address academic achievement goals rather than behavioral activities
- Not include what a teacher regularly provides to students in the classroom, but are focused on how the family can partner with the teacher to support the student in achieving specific academic goals

An example of the school responsibilities could include:

The student's teacher(s) will provide a monthly newsletter that features games, web resources, and other activities, focusing on vocabulary words introduced in class, that families can play to improve the student's word recognition and reading comprehension skills as measured by student Lexile scores.

Exemplar: The teacher will meet with the parent/family and student, at the beginning of the school year, to identify and target an individual focus area to be addressed by the school-parent compact based on the student's performance on grade level universal screenings. The teacher will provide specific strategies to the family and student designed to target this focus area that can be practiced at home. The teacher / family / student will establish reasonable expected growth targets and a means by which to measure growth (S.M.A.R.T. goals).

The Parent's Responsibilities

The parent/family will utilize strategies provided by the school to support student learning. Teachers and families will partner to set reasonable expectations for student academic growth. Parent/Family responsibilities should include:

- Specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and student's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of parent/family responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

Exemplar: Parents/families will ensure regular practice of vocabulary activities/strategies designed to address their child's specific learning target(s) and, with the assistance of the teacher, will monitor student growth.

The Student's Responsibilities

Students will share responsibility for their learning targets jointly established with their teachers) and families.

- Specific academic strategies the student will complete to be responsible for their own learning
- Strategies that are linked to the school academic goals
- Strategies that are aligned to the school and parent's responsibilities
- Strategies that address academic goals rather than behavioral activities

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

Exemplar: The student will use self-monitoring strategies, with the support of the family and assistance from the teacher, to assess his/her progress on achieving academic achievement goals / learning targets related to content vocabulary development.

Examples



SPECIFIC ACTIVITIES/STRATEGIES (FOCUSED ON ACADEMIC GOALS)

- Give parents math materials and links for additional math support
- Host workshops for families to learn specific strategies that students can use to practice reading with structure and writing constructed responses in Math and English Language Arts
- Post writing strategies and examples for families, on the school website to improve students' writing skills
- Feature resources and homework information in weekly newsletters that families can utilize to reinforce current classroom instruction
- Provide small group instruction and independent reading books for families to use at home

BEHAVIORAL ACTIVITIES/STRATEGIES (NOT FOCUSED ON ACADEMIC GOALS)

- Enforce school and classroom rules fairly and consistently
- Provide high quality curriculum and instruction
- Promote and accurately report attendance
- Provide parents reasonable access to staff
- Provide parents opportunities to volunteer in their child's class
- Use Positive Behavioral Interventions & Supports (PBIS) strategies and incentives to encourage positive behavior
- Reply to parents in a 24-hour time frame

Elementary School Example

Our Goals for Student Achievement

District Goals

The Board of Education sets goals for the entire district.



1A

The district goals for 2017-2018 are:

The percentage of students scoring Developing Learner or above on Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.

The percentage of students scoring at Developing Learner or above on the GMAS Mathematics End of Grade Assessment will increase by five percentage points.

School Goals

Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the GMAS End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Content Vocabulary Development

Nutmeg Elementary School will increase the percentage of students scoring at Developing Learner or above by five percentage points as measured by the GMAS Mathematics End of Grade Assessment.

In 4th grade our school will focus on the following area:

- » Solve multistep word problems with whole numbers



When teachers, students and families work together, we CAN achieve our goals!

Teachers, Parents, Students - Together for Success

In the 4th Grade Classroom

1B

The 4th grade classroom will work with students and their families to support student success in reading and math. Some of our key connections with families will be:

- » Provide parents with a home learning kit full of fun materials dealing with word problems
- » Offer free Family Fun nights per year in our Parent Academy, concentrating on problem solving strategies
- » Our monthly newsletter will feature games that families can play to review the vocabulary words we have introduced in our classroom
- » Our class webpage has links to family friendly websites for building vocabulary and math skills

Nutmeg Students

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- » Talk with my family about new vocabulary words and what I am learning in math.
- » Bring home our class newsletter and notices about Family Fun nights.
- » Keep a log of games I play at home to practice new vocabulary words and math.
- » Try to make up my own learning game and share it with the class.

Family Fun Nights are a great place to learn new words, practice math - and win prizes! (see back of brochure for more information)

At Home

2

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math. Families may have ideas to add to this list.

- » Have fun with math. Use materials in the math kit to explore math at home.
- » Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.
- » Play word games with the new vocabulary words and find ways to use these words in family conversations.
- » Look for the class newsletter each month and check out the school website.

3



High School Example



District Goals

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones Ninth Grade Literature End of Course (EOC) Assessment

The Challenge County School District will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones American Literature End of Course (EOC) Assessment

School Goals

1A

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the Ninth Grade Literature Georgia Milestones EOC Assessment for the 2018-2019 school year.

Challenge County High School will increase the percentage of students scoring at the Developing Learner level or above by five percentage points on the American Literature Georgia Milestones EOC Assessment for the 2018-2019 school year.

Focus Area

To help students be strong writers across all content areas, we will focus on the following areas to improve student writing skills—

- Write analytic arguments with valid reasoning and claims.
- Produce clear and coherent writing in which the development, organization and style are appropriate.

Increasing Literary Skills

- 1B **As a school** - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.
- 2 **As a parent** - I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss the samples of my student's persuasive writing.
- 3 **As a student** - I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as ongoing samples of my writing completed during monthly school-wide writing days.

Improving Vocabulary

- 1B **As a school** - We will distribute a list of literary terms for parents and students to master at home in addition to teacher recommended educational Web sites for extra practice in developing vocabulary, and provide parents with a progress log to monitor students' practice on the vocabulary Web sites.
- 2 **As a parent** - I will ensure that my student masters the list of literary terms by the end of the first nine weeks, and ensure my child spends 45 minutes every week practicing on the recommended vocabulary Web sites by reviewing the student usage record and signing off on the weekly progress log provided by the school.
- 3 **As a student** - I will work with my parent to master the list of literary terms by the end of the first nine weeks, and complete 45 minutes each week of vocabulary practice on the recommended Web sites and include my signed progress log in my literary portfolio for conferences.

Building Better Writers

- 1B **As a school** - We will provide students and parents with a "Writer's Checklist" to assist students and parents with the essential elements of standard written and spoken English.
- 2 **As a parent** - I will review samples of my student's writing three times a month and use the "Writer's Checklist" while discussing teacher feedback with my student.
- 3 **As a student** - I will routinely refer to my "Writer's Checklist" to guide my writing and learn ways to strengthen my writing style and structure.

Technical Assistance Continued



4th Grade

Revised Copy

(Revised 8/2/2017)

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers create together. It explains how parents and teachers can work together with students to foster the achievement of grade level standards by all students.

The most effective compacts:

- Are linked to the school's improvement plan goals
- Focus on student learning skills
- Explain how teachers will employ high-quality instruction to master those skills
- Share strategies parents can use to help their children
- Identify means by which teachers and parents will communicate about student progress
- Identify opportunities for parents to be involved in their child's education through volunteering, observing and participating in the classroom

Jointly Created!

Stakeholders of our school drafted our School-Parent Compact for Achievement. Teachers on each grade level designed opportunities for parents to use at home to help their children. Parents and community members shared their input for improvement too. Annually we hold a meeting to review the Compact and edit it to meet the needs of our students.

Stakeholders are welcome to share comments at any time. Feedback can be shared via email sent to kpalamo@habershamschools.com, by phone message to Ms. Karla Paramo at 706-778-3087 or by sending a note to the school.

Communication Regarding Student Learning

A Two-Way Road to Success

Two-way communication is important and provides for awareness for teachers and parents to be kept abreast of the learning level of our students. Two-way communication is possible through:

- Weekly Student Bulldog Folders
- Student Agendas
- Email correspondence with teachers using their first initial followed by their last name @ habershamschools.com
- Phone messages at 706-778-3087
- Remind and One Call messages
- Classroom Dojo

In addition grades are posted on PowerSchool for parents to view and automated emails are available for sharing grade information.

Partnership Opportunities

A Time to Work Together to Help ALL Students Succeed

Planning time for fourth grade teachers is 10:30 – 11:20

The email address for each of our fourth grade teachers is noted here for you.

lburrell@habershamschools.com
seaton@habershamschools.com
dmedders@habershamschools.com
bstancil@habershamschools.com

Our Goals for Student Achievement

School Goals

- Vocabulary words We will send helpful website links to help students
- Our class will provide links to family friendly websites for building vocabulary, math, and language skills.
- We will send out weekly newsletters to keep parents up-to-date on what we learning each week.
- Norms (add more to this later)
- Use of Google Classroom/ Seesaw so parents have access to student's digital portfolios.

Technical Assistance Continued



4th Grade

(Revised 8/2/2017)

Increase/Improve reading achievement for all students as shown on STAR reading data, SuccessMaker data (gains at or above a 1.00 growth), independent reading levels, and 2017 Georgia Milestones Performance.

Increase/Improve math achievement for all students as shown on STAR math data, SuccessMaker data (gains at or above a 1.00 growth), and 2018 Georgia Milestones Performance.

Our focus in grades K, 1 and 2 will be:

Kdg: High Frequency Words, Letter and Sound Identification, Phonemic Knowledge; Math fluency

1st Grade: High Frequency Words, Reading

2nd Grade: Decoding, High Frequency Words, Reading Comprehension

Our focus in grades 3, 4 and 5 will be: Academic Vocabulary; Reading Comprehension; Writing, Math fluency

In Our 4th Grade Classrooms

Our 4th grade team will work with students and their families to support students' success in achieving our goals through:

- Providing differentiated instruction in reading through guided reading groups based on each child's individual needs.
- Providing differentiated instruction in math through guided math groups based on each child's individual needs.
- Using SuccessMaker software to meet students' varying academic needs in reading and math.
- Using direct instruction in academic vocabulary including the use of interactive concept walls.
- Using Thinking Maps to encourage organization and comprehension across all subjects.
- Providing a daily Writer's Workshop, with a focus on the writing process, student-teacher conferences and feedback from peers.
- Writing across all content areas.

At Home

LGES parents will help support student attainment of our goals through:

- Looking for opportunities at home to reinforce the academic vocabulary noted in the weekly newsletter from your child's teacher.
- Discussing books your child is reading each night.
- Reviewing with your child the writing pieces that are sent home and discussing ways they can improve as writers.
- Practicing multiplication facts nightly.

LGES Students

LGES students will work with staff and parents to identify practices they can use to help them attain the goals of the school by:

- Asking myself questions as I read, and read a story again if I don't understand.
- Using Thinking Maps as I draft stories at school and home to help me with my thinking.
- Practicing my math facts to build mathematical fluency and number sense.
- Coming to school ready to learn and participate in classroom activities.
- Making smart choices and treating others right to maximize my potential.

• Provide guided reading books based on student's level to read with parents. We will send home a "if/then guide" to assist parents in strategies to help their child.

• We will send home unit math guides to help parents with new math standards. Repeated practice

5th Grade

(Revised 8/2/2017)

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers create together. It explains how parents and teachers can work together with students to foster the achievement of grade level standards by all students.

The most effective compacts:

- Are linked to the school's improvement plan goals
- Focus on student learning skills
- Explain how teachers will employ high-quality instruction to master those skills
- Share strategies parents can use to help their children
- Identify means by which teachers and parents will communicate about student progress
- Identify opportunities for parents to be involved in their child's education through volunteering, observing and participating in the classroom

Jointly Created!

Stakeholders of our school drafted our School-Parent Compact for Achievement. Teachers on each grade level designed opportunities for parents to use at home to help their children. Parents and community members shared their input for improvement too. Annually we held a meeting to review the Compact and edit it to meet the needs of our students.

Stakeholders are welcome to share comments at any time. Feedback can be shared via email sent to kparamo@habershamschools.com, by phone message to Karla Paramo at 706-778-3087 or by sending a note to her at the school.

Communication Regarding Student Learning

A Two-Way Road to Success

Two-way communication is important and provides for an awareness for teachers and parents to be kept abreast of the learning level of our students. Two-way communication is possible through:

- Weekly Student Bulldog Folders
- Student Agendas
- Email correspondence with teachers using their first initial followed by their last name @ habershamschools.com
- Phone messages at 706-778-3087
- Weekly Email Update from the School
- Remind
- Classroom Dejo

In addition grades are posted on PowerSchool for parents to view and automated emails are available for sharing grade information.

Partnership Opportunities

A Time to Work Together to Help ALL Students Succeed

Planning time for fifth grade teachers is 11:10-12:00.

The email address for each fifth grade teacher is noted here for you.

ctrotter@habershamschools.com

ejeskins@habershamschools.com

lcook@habershamschools.com

nbarnes@habershamschools.com

Our Goals for Student Achievement

School Goals

Increase/Improve reading achievement for all students as shown on multiple assessments: STAR reading data, SuccessMaker data (gains at or above a 1 year growth), independent reading levels, and 2018 Georgia Milestones Performance.

5th

Technical Assistance Continued



5th Grade

(Revised 8/2/2017)

Increase/Improve math achievement for all students as shown on multiple assessments: STAR math data, SuccessMaker data (gains at or above a 1 year growth), and 2018 Georgia Milestones Performance.

Our focus in grades K, 1 and 2 will be:

Kdg: High Frequency Words, Letter and Sound Identification, Phonemic Knowledge; Math fluency

1st Grade: High Frequency Words, Reading

2nd Grade: Decoding, High Frequency Words, Reading Comprehension

Our focus in grades 3, 4 and 5 will be: Academic Vocabulary, Reading Comprehension, Writing, Math Fluency

In Our 5th Grade Classrooms

Our 5th grade team will work with students and their families to support students' success in achieving our goals through:

- Using anchor charts and concept walls to display concepts after they have been taught to the students. This serves as a constant reminder of these concepts.
- Using the Close reading strategies and teaching them to our students.
- Using Thinking Maps to help students organize their thoughts as part of the writing process.
- Using Shared Reading to focus on fluency and comprehension improvement.
- Using integrated reading passages to support Science and Social Studies instruction.
- Using Instructional Conversations (IC) and Joint Productive Activities (JPA) to facilitate the use of academic vocabulary, higher order thinking, and build problem solving skills.

At Home

LGES parents will help support student attainment of our goals through:

- Reviewing and discussing the academic terms as follow up to the work done at school.
- Providing a time and place at home to read each day and discuss with the student their daily reading.
- Signing agendas to communicate daily with the teachers.

LGES Students

LGES students will work with staff and parents to identify practices they can use to help them attain the goals of the school:

- Ask myself questions as I read, and read a story again if I don't understand.
- Use Thinking Maps as I draft stories at school and home to help me with my thinking.
- Practice my math facts to build mathematical fluency and number sense.
- Come to school ready to learn and participate in classroom activities.
- Make smart choices and treat others right to maximize my potential.

- * Provide parents with home learning materials such as Thinking Maps, games, IC rooms, etc.
- * Post helpful links on current learning on Google Classroom, which can be accessed at home
- * 5th Grade webpage - links to family-friendly websites for building literacy and math skills at home
- * Monthly newsletter will feature what we're currently learning and games to support this learning as well as tips for encouraging learning at home.

Kindergarten

Revised

(Revised 8/2/2017)

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers create together. It explains how parents and teachers can work together with students to foster the achievement of grade level standards by all students.

The most effective compacts:

- Are linked to the school's improvement plan goals
- Focus on student learning skills
- Explain how teachers will employ high-quality instruction to master those skills
- Share strategies parents can use to help their children
- Identify means by which teachers and parents will communicate about student progress
- Identify opportunities for parents to be involved in their child's education through volunteering, observing and participating in the classroom

Jointly Created!

Stakeholders of our school drafted our School-Parent Compact for Achievement. Teachers on each grade level designed opportunities for parents to use at home to help their children. Parents and community members shared their input for improvement too. Annually we hold a meeting to review the Compact and edit it to meet the needs of our students.

Stakeholders are welcome to share comments at any time. Feedback can be shared via email sent to

kpirame@habershamschools.com, by phone message to Ms. Karla Parano at 706-778-3087 or by sending a note to the school.

Communication Regarding Student Learning

A Two-Way Road to Success

Two-way communication is important and provides for awareness for teachers and parents to be kept abreast of the learning level of our students. Two-way communication is possible through:

- Weekly Student Folders
- Student Agendas
- Email correspondence with teachers using their first initial followed by their last name @ habershamschools.com
- Phone messages at 706-778-3087
- Remind and One Call messages Update from the School

In addition grades are posted on PowerSchool for parents to view and automated emails are available for sharing grade information.

Partnership Opportunities

A Time to Work Together to Help ALL Students Succeed

Planning time for our kindergarten teachers is 1:00-1:50.

The email address for each of our kindergarten teachers is noted here for you.

laugustino@habershamschools.com

prhartson@habershamschools.com

chisgins@habershamschools.com

mrice@habershamschools.com

srsmith@habershamschools.com

rwarrl@habershamschools.com

Our Goals for Student Achievement

School Goals

Increase/Improve reading achievement for all students (including our EL, SPED, & ED subgroups) as shown on STAR reading data, SuccessMaker data (gains at or above a 1.00 growth), independent reading levels, and 2017 Georgia Milestones Performance.

Technical Assistance Continued



Kindergarten

[Revised 8/2/2017]
 Increase/Improve math achievement for all students (including our EL, SPED, & ED subgroups) as shown on STAR math data, SuccessMaker data (gains at or above a 1.00 growth), and 2017 Georgia Milestones Performance.

Our focus in grades K, 1 and 2 will be:
 Kdg: High Frequency Words, Letter and Sound Identification, Phonemic Knowledge

1st Grade: High Frequency Words, Reading

2nd Grade: Decoding, High Frequency Words, Reading Comprehension

Our focus in grades 3, 4 and 5 will be:
 Academic Vocabulary
 Reading Comprehension
 Writing

In Our Kindergarten Grade Classrooms

Our kindergarten team will work with students and their families to support students' success in achieving our goals by:

- Communicating with parents through a weekly newsletter, an agenda, and/or phone call/conference.
- Preparing and sending home letter/sound cards or ABC charts each night for practice at home.
- Sending high frequency words home each week with every student.
- Providing parents with reading strategies in each child's reading bag.
- Providing each student a number chart and dot cards to increase their number sense.
- Sending home Bulldog Bases behavior expectations.

At Home

LGES parents will help support student attainment of our goals through:

- Using the letter/sound cards or the ABC chart provided by the teacher and looking for letters in print at home
- Listening to your child read their book in a bag for a maximum of 15 minutes, and then discuss the book.
- Practicing high frequency words at home by reviewing the work ring daily, writing new words or playing sight word games such as Concentration.
- Using the reading strategies provided by the teacher

LGES Students

LGES students worked with staff and parents to identify practices they can use to help them attain the goals of the school.

- Have someone read the high frequency words to me and practice reading them as I learn them
- Have flashcards with the letter and a drawing of something that makes you make that sound
- Read to someone each night
- Coming to school ready to learn and participate in classroom activities.
- Making smart choices and treating others right to maximize my potential.

Handwritten notes and arrows:

- Providing parents with Instructional Conversation Norm ~~check~~ guide to encourage conversation and language skills at home.
- Use Instructional Conversation Norm guide to support conversations at home
- Use Instructional Conversation Norm guide to support working on their IC goals at home.

School-Parent Compact: Shared Responsibilities

SMART Goal: By the end of the school year, 85% of all students will be proficient in Reading fluency based on the Reading Inventory assessment taken in May 2018.

Grade Level: _____

Task: Using the SMART goal, write connecting descriptions for the teacher, parent and student piece for the School-Parent Compact planning sheet. Remember, each description/task should all correlate with the corresponding number in each section.

<p>As the Teacher I will...</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
<p>As the Parent I will...</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
<p>As the Student I will...</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>

Resources (Click on each link below):

[School-Parent Compact Checklist](#)

[School-Parent Compact Focus Area Suggestions](#)

[Elementary School Compact Example](#)

[Middle School Compact Example](#)

[High School Compact Example](#)