

Sallas Mahone School-Parent Compact for Fourth and Fifth Grade

Teachers, Parents, Students – Together for Success

Goal for Student Achievement

SMART Goals I: SME will increase the percentage of 3rd grade students attaining a Lexile Level of 650 or above on GMAS from a baseline of 47% in 2017 to 50% in 2018.
SME will increase the percentage of grade 3-5 students scoring at proficient or distinguished on the GMAS (ELA, Math, Science, Social Studies) from a baseline of 35% in 2017 to 40% in 2018.

Sallas Mahone will:

- provide high quality curriculum and instruction in a positive learning environment that enables the students to meet the Georgia Standards of Excellence (GSE) by providing 100% qualified teachers in all classrooms who promote and challenge student learning.
- provide training sessions to develop a partnership with parents and instruct them on how they can assist in helping beginning readers to learn to read, learn close reading strategies to improve their Lexile reading scores, and to monitor their child's reading progress including:
 - **Getting Off to a Great Start**--Parents will come to an informative session about expectations for the year and routines that need to be established early in the school year.
 - **STEM Night** - Families will participate in hands-on activities that integrate science, technology, engineering, and math.
 - **4th & 5th Grade Pick a Book Picnic** - Families will enjoy a picnic and get a "taste" of literacy strategies to use at home.
 - **Parents are Teachers Too Workshop for 3-5 Parents** - Parents will participate in informational sessions about 3rd - 5th grade GMAS ELA and Math.
 - **3rd, 4th, & 5th Grade Writing Lunch and Learn** - Parents will be informed of GMAS writing including the expectations of constructed responses and ended written responses.
- schedule parent-teacher conferences the week after report cards are released during which the compact will be discussed as it relates to the individual child's achievement. Other conferences can be scheduled at the request of teacher or parent at additional times.
- provide parents with frequent reports on their child's progress through digital resources, parent portal, cover sheets, and report cards.
- provide parents reasonable access to staff by email, telephone, classroom apps such as Class Dojo, newsletters, flyers, etc.
- provide opportunities for parents to volunteer and participate in their child's school. Contact information on how to volunteer is located on the SME webpage.

***The other components of the compact will break down specific responsibilities of the teacher, parents, and students that will help your child succeed in school.**

Teachers, Parents, Students – Together for Success

Teachers will:

- use Journeys Comprehensive Literacy program to guide ELA instruction
- set up student Think Central accounts giving students access to Journeys electronic resources
- communicate the grade level goals and expectations and the current level of each student.
- provide parent participation opportunities to build a partnership with parents and students through parent workshops, parent conferences, multiple modes of communication, etc.
- match individual reading material to the achievement level of the readers and provide multiple reading opportunities
- teach students to apply comprehension and vocabulary strategies to their reading in all content areas
- communicate to parents what the students are learning through newsletters and other communication
- help build problem solving skills through math tasks and build number sense through daily number talks.
- monitor time spent reading through MyON, AR, and observations.
- monitor each student's progress on DreamBox.

Families will:

- read together daily so that the child sees reading as an important life skill and as entertainment
- use the resources on the Sallas Mahone webpage including the parent and GMAS resources tab
- reinforce daily literacy learning through Think Central.
- monitor the academic success through multiple checkpoints communicated throughout the year.
- build reading stamina by monitoring the amount of time spent reading at home to reach at least 30 minutes daily.
- ask their child to respond in writing to the books they are reading
- monitor their child's reading level through Home Connect.
- monitor ongoing reading through MyOn Reader.
- schedule conferences to review their child's achievement.
- have a math conversation about what your child learned in math today and have your child explain their math thinking.
- set up parent account on DreamBox to be informed of your child's DreamBox data.

Students will:

- practice literacy skills through Think Central student accounts.
- apply close reading/comprehension and vocabulary strategies to dig deeper into the text.
- write in response to a text. (narrative, informational, opinion)
- try their very best to adequately show what they know on all tests, assignments, and checkpoints.
- display responsibility by bringing home the communication book, newsletter weekly, and by using the planner pages to record upcoming tests and assignments. .
- read and be responsible for their reading materials and read a book within their reading range for a minimum of 20 minutes daily.
- read a writing prompt, know what the prompt is asking them to do, and use text evidence in their writing response.
- explain their mathematical thinking and how they solve problems.
- monitor and record their personal data such as AR, STAR and MyON.
- read from their own recommended tab on MyOn reader and take comprehension quizzes.
- strive for completing lessons each week at home on DreamBox.