

Sallas Mahone School-Parent Compact for First Grade

Teachers, Parents, Students – Together for Success

Goal for Student Achievement

First grade students will reach the reading proficiency level of 18.

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 support learning:
 - **SME 101**- Parents will come to an informative session about expectations for the year and routines that need to be established early in the school year.
 - **1st Grade Math Night** - Teachers will share math activities that can be done at home.
 - **Passport to Reading**- Students and parents will explore a variety of texts such as information and literary which reinforce grade level standards.
 - **Bingo Night**- Students and parents will participate in educational bingo for prizes. Great take aways for parents to play at home.
- 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, and report cards.
- provide parents reasonable access to staff by email, telephone, classroom apps, newsletters, communication book, 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.**

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Teachers will:

- teach using Journey's Comprehensive Literacy program.
- match individual reading material to the achievement level of the readers and provide guided reading instruction and additional reading time.
- use reading prompts to help students monitor and correct their own reading habits.
- adjust guided reading instruction based on the reading needs of the students after conferencing with students regarding their goals compared to their current levels.
- provide parent participation opportunities to build a partnership with parents and students through parent nights, parent conferences, multiple modes of communication, etc.
- update Parent Portal to communicate students' academic progress
- report students' behavior daily through communication book

Families will:

- read together daily so that the child sees the parent as a reader.
- use the resources located on the Sallas Mahone webpage.
- use a prompt such as "What would make sense?" rather than telling them an unknown word.
- monitor academic success through Parent Portal.
- monitor child's behavior daily through communication book
- support their child's learning through participating in suggested at home activities provided in the weekly newsletter.
- monitor their child's reading level each nine weeks on his or her report card.
- ask their child who, what, when, where, and why questions about books they are reading at home.
- encourage the correct spelling of high frequency words.
- encourage their child to write in complete sentences with correct capitalization and punctuation.
- schedule conferences to review their child's achievement when needed.

Students will:

- persevere on all tests, assignments, and checkpoints.
- display responsibility by bringing home the communication book and newsletter weekly.
- read and be responsible for their reading materials and read a book within their range for a minimum of 15 minutes each day.
- write daily using complete sentences with correct capitalization and punctuation.
- read and write high frequency words
- apply spelling patterns when spelling unknown words.