

Kindergarten Student/Teacher/Parent Compact



2018-2019

What is a Family-School Compact?

A Family-School Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students get the individual support they need to reach and exceed grade-level standards.

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are committed to your child's progress in school, we are going to do our best to promote his/her achievement. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a student I pledge to:

- Attend school regularly.
- Work as hard as I can to do my best on school assignments.
- Ask my teacher questions when I don't understand something.
- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

- Talk to my child about his/her school activities every day.
- Find out how my child is progressing by attending conferences, looking at school work, or calling school.
- See that my child is punctual and attends school regularly.
- Encourage my child's efforts and be available for questions.
- Read with my child and let my child see me read.

As a teacher I pledge to:

- Provide homework assignments for students when appropriate.
- Encourage students and parents by providing information about student progress.
- Provide motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the student.

As a principal/administrator I pledge to:

- Create a welcoming environment for students and parents.
- Provide an environment that allows for positive communication between teacher, parent and student.
- Reinforce the partnership between parent, student, and staff.
- Act as the instructional leader by supporting teachers in their classrooms.

MOST IMPORTANT, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Family Engagement Activities to Support Partnerships

Conferences

Nov 1 3:30pm Parent Teacher
Conferences
Nov 2 7:30am Parent Teacher
Conferences
Feb 7 3:30pm Parent Teacher
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Feb 8 7:30am Parent Teacher
Conferences

Parent Teacher Organization (PTO) Meetings

Dec 11 6:00pm
Mar 31 6:00pm

Family Events

Sept 10-14; 17 7:30am Pastries for
Parents
Sept 28 Wildcat Homecoming
Oct 5 Move 'n Groove-a-Thon
May 23 Track and Field

Kindergarten Priority Standards – Reading

- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify the main topic and retell key details of a text.
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Kindergarten Priority Standards – Math

- Students are able to count, read, write, and represent numbers up to 31
- Students are able to compare and order whole numbers up to 31
- Students are able to compose and decompose numbers up to 10
- Students are able to recognize, create and extend patterns
- Students are able to recognize two and three dimensional shapes and use them to represent real world objects
- Students can measure and sort objects using measurable attributes



Waconia Public Schools' Mission Statement

Waconia Public Schools creates opportunities for social, emotional, and academic growth empowering students to explore their passions and create their success.



Laketown PRIDE Pledge

Laketown Elementary is a community of learners where every child matters and every moment counts. We show Laketown PRIDE by being Peaceful, Respectful, Inclusive, Determined, and Engaged.

“We are One 10”

1st Grade Student/Teacher/Parent Compact



2018-2019

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As a student I pledge to:

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- Work as hard as I can to do my best on school assignments.
- Ask my teacher questions when I don't understand something.
- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

- Talk to my child about his/her school activities every day.
- Find out how my child is progressing by attending conferences, looking at school work, or calling school.
- See that my child is punctual and attends school regularly.
- Encourage my child's efforts and be available for questions.
- Read with my child and let my child see me read.

As a teacher I pledge to:

- Provide homework assignments for students when appropriate.
- Encourage students and parents by providing information about student progress.
- Provide motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the student.

As a principal/administrator I pledge to:

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Grade 1 Priority Standards - Reading

- Ask and answer questions about key details in a text
- Retell stories, including key details, and demonstrate understanding of their central message or lesson
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Identify the main topic and retell key details of a text
- Describe characters, settings, and major events in a story, using key details
- Read with sufficient accuracy and fluency to support comprehension
- Use illustrations and details in a story to describe its characters, setting, or events
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Know and use various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- Use illustrations and details in a text to describe its key ideas
- Demonstrate understanding of the organization and basic features of print
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words

Grade 1 Priority Standards - Math

- Use place value to describe whole numbers between 10 and 100 in terms of tens and ones
- Read, write, and represent whole numbers up to 120
- Find a number that is 10 more or 10 less than a given number
- Compare and order whole numbers up to 120
- Recognize the relationship between counting and addition and subtraction
- Skip count by 2s, 5s and 10s
- Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences
- Use number sense and models of addition and subtraction
- Use addition or subtraction basic facts to represent a given problem situation using a number sentence
- Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones, and spheres
- Measure the length of an object in terms of multiple copies of another object
- Tell time to the hour and half-hour
- Identify pennies, nickels, and dimes

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2nd Grade Student/Teacher/Parent Compact

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As a student I pledge to:

- Attend school regularly.
- Work as hard as I can to do my best on school assignments.
- Ask my teacher questions **when I don't understand something**.
- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

- Talk to my child about his/her school activities every day.
- Find out how my child is progressing by attending conferences, looking at school work, or calling school.
- See that my child is punctual and attends school regularly.
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- Read with my child and let my child see me read.

As a teacher I pledge to:

- Provide homework assignments for students when appropriate.
- Encourage students and parents by providing information about student progress.
- Provide motivating and interesting learning experiences in my classroom.
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- Find out what techniques and materials work best for the student.

As a principal/administrator I pledge to:

- Create a welcoming environment for students and parents.
- Provide an environment that allows for positive communication between teacher, parent and student.
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Grade 2 Priority Standards – Reading

- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral
- Describe how characters in a story respond to major events and challenges
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Identify the main purpose of a text, including what the author wants to answer, explain or describe
- Compare and contrast the most important points presented by two texts on the same topic

Grade 2 Priority Standards - Math

- Read, write, and represent whole numbers up to 1000
- Use strategies to generate addition and subtraction facts
- Use addition and subtraction to create and obtain information from tables, bar graphs, and tally charts
- Identify, create, and describe simple number patterns
- Use number sentences involving addition, subtraction, and unknowns to represent given problem situations
- Compare and classify two- and three-dimensional figures
- Demonstrate an understanding of the relationship between length and the numbers on a ruler
- Use time in real-world and mathematical situations
- Use money in real-world and mathematical situations
- Relationship between addition and subtraction
- Rounding/estimation



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3rd Grade Student/Teacher/Parent Compact

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- Ask my teacher questions when I don't understand something.
- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

- Talk to my child about his/her school activities every day.
- Find out how my child is progressing by attending conferences, looking at school work, or calling school.
- See that my child is punctual and attends school regularly.
- Encourage my child's efforts and be available for questions.
- Read with my child and let my child see me read.

As a teacher I pledge to:

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As a principal/administrator I pledge to:

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Family Events

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May 23 Track and Field

Grade 3 Priority Standards – Reading

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Distinguish their own point of view from that of the author of a text.
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 3 Priority Standards – Math

- Read, write and represent whole numbers up to 100,000.
- Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens, and ones
- Round numbers to the nearest 10,000, 1,000, 100, and 10. Round up and round down to estimate sums and differences.
- Compare and order whole numbers up to 100,000.
- Use a variety of strategies to multiply a two- or three-digit number by one-digit number.
- Understand that the size of a fractional part is relative to the size of the whole.
- Order and compare unit fractions and fractions with like denominators.



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4th Grade Student/Teacher/Parent Compact

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- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

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- See that my child is punctual and attends school regularly.
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As a teacher I pledge to:

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- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the student.

As a principal/administrator I pledge to:

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Family Events

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Grade 4 Priority Standards – Reading

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine a theme of a story, drama, or poem from details in the text; summarize the text
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures
- Determine the main idea of a text and explain how it is supported by key details; summarize the text
- Explain how an author uses reasons and evidence to support particular points in a text
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably



Grade 4 Priority Standards – Math

- Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic
- Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities
- Use input-output rules, tables, and charts to represent patterns and relationships and to solve real-world and mathematical problems
- Use number sentences involving multiplication, division and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.
- Name, describe, classify and sketch polygons
- Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas.
- Use translations, reflections and rotations to establish congruency and understand symmetries
- Collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals

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5th Grade Student/Teacher/Parent Compact

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- Work as hard as I can to do my best on school assignments.
- Ask my teacher questions when I don't understand something.
- Be responsible for completing all work.
- Follow the rules of school conduct.

As a parent I pledge to:

- Talk to my child about his/her school activities every day.
- Find out how my child is progressing by attending conferences, looking at school work, or calling school.
- See that my child is punctual and attends school regularly.
- Encourage my child's efforts and be available for questions.
- Read with my child and let my child see me read.

As a teacher I pledge to:

- Provide homework assignments for students when appropriate.
- Encourage students and parents by providing information about student progress.
- Provide motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the student.

As a principal/administrator I pledge to:

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Family Events

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Grade 5 Priority Standards – Reading

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine a theme of a story, drama, or poem from details in a text; summarize the text
- Describe how a narrator's or speaker's point of view influences how events are described
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Grade 5 Priority Standards – Math

- Divide multi-digit numbers and recognize that quotients can be written as a whole number with a remainder, a fraction, mixed-number or decimal
- Read, write, represent and compare fractions and decimals
- Add and subtract: fractions, mixed numbers and decimals
- Recognize and represent patterns of change using patterns, tables, graphs and rules
- Generate equivalent numerical expressions and evaluate expressions involving whole numbers
- Solve equations and inequalities involving variables and whole numbers
- Describe, classify, and draw representations of three-dimensional figures
- Determine the area of triangles and quadrilaterals. Determine the surface area and volume of rectangular prisms.
- Analyze data and identify mean, median, and range

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