

# Guilford Elementary School

7335 Oakland Mills Road, Columbia, MD 21046

## Title I Family-School Compact & Plan 2025-2026

**Principal:** Stephanie Barber-Wehrman

**Assistant Principal:** Howard Carter

### WHAT IS TITLE I?

Title I is a federally funded program designed to support students in reading and/or math. In general, Title I funds provide additional staffing, instructional materials, and family resources. Title I funded staff may include math specialists, reading specialists, and/or classroom teachers who work with students to meet their academic needs through interventions, co-teaching, and/or reducing class sizes. Family resources are based on input/needs from families and may include additional programs, at-home learning materials, and other collaborative initiatives that strengthen family-school partnerships. For more information about HCPSS Title I, visit

<https://www.hcpss.org/academics/title-i-program/>.

### WHAT IS A FAMILY SCHOOL COMPACT & PLAN?

A Family-School Compact & Plan is a shared agreement between families, students, and educators that is jointly developed and distributed to all families. It outlines how all stakeholders will work together to build strong family-school partnerships and ensure that students receive the support they need to achieve grade-level goals and succeed academically.

#### SHARED COMMITMENTS

<b>Students</b>	<ul style="list-style-type: none"><li>• Attend class regularly, participate, and complete assignments on time.</li><li>• Be respectful of others and follow ROARS.</li><li>• Demonstrate a strong work ethic and be willing to learn.</li><li>• Take responsibility for my actions.</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Make sure my child attends school regularly and on time at 9:10.</li><li>• Engage and respond to school communication.</li><li>• Support learning at home and school by completing homework and regularly monitoring grades in Canvas.</li></ul>
<b>School Staff</b>	<ul style="list-style-type: none"><li>• Maintain ongoing, consistent communication between home and school across grade levels.</li><li>• Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations.</li><li>• Improve learning outcomes for all students by delivering high-quality instruction and engaging in ongoing professional learning.</li><li>• Foster a safe, inclusive environment that motivates students to want to attend school regularly.</li><li>• Empower parents/caregivers to support learning at home by offering meaningful family engagement opportunities.</li></ul>

HCPSS has identified shared responsibilities for students, families, and educators for a successful instructional program this school year. To view these shared responsibilities, visit the HCPSS website links below.

**Instructional Responsibilities (Student Code of Conduct):** <https://www.hcpss.org/about-us/student-code-of-conduct/>

#### ACADEMIC GRADE LEVEL GOALS

##### PRE-K

**ENGLISH LANGUAGE ARTS:** By the end of Pre-Kindergarten, students will demonstrate an awareness and understanding of grade level foundational skills in oral and written language, as well as demonstrate reading comprehension during and after engaging with a text.

**MATHEMATICS:** By the end of Pre-Kindergarten, students will learn to identify numbers 0-10. All students will demonstrate awareness of one to one correspondence up to 10.

##### KINDERGARTEN

**ENGLISH LANGUAGE ARTS:** By the end of Kindergarten, students will demonstrate mastery of reading foundational

skills by demonstrating an understanding of spoken words, syllables, and sounds, as well as know and apply grade-level phonics and word analysis skills to read and spell new words. Students will demonstrate comprehension of text by asking and answering questions about key details in a text with prompting and support.

**MATHEMATICS:** By the end of Kindergarten, students will learn number names and the counting sequence. Students will count to tell the number of objects. Students will understand early addition and subtraction concepts.

#### **GRADE 1**

**ENGLISH LANGUAGE ARTS:** By the end of 1st grade, students will demonstrate mastery of reading foundational skills by demonstrating an understanding of spoken words, syllables, and sounds, as well as know and apply grade-level phonics and word analysis skills to read and spell new words. Students will demonstrate comprehension by asking and answering questions about key details in a text.

**MATHEMATICS:** By the end of first grade, students will understand place value. Students will add and subtract within 20. They will make connections between addition and subtraction in order to solve word problems with addition and subtraction.

#### **GRADE 2**

**ENGLISH LANGUAGE ARTS:** By the end of 2nd grade, students will demonstrate mastery of reading foundational skills by applying grade-level phonics and word analysis skills to read and spell new words. Students will demonstrate comprehension by asking and answering questions about key details in a text.

**MATHEMATICS:** By the end of 2nd grade, students will add and subtract multi-digit numbers. Students will understand place value. Students will understand relationships between addition and subtraction and solve addition and subtraction word problems with multi-digit numbers.

#### **GRADE 3**

**ENGLISH LANGUAGE ARTS:** By the end of 3rd grade, students will be able to utilize reading comprehension standards for both literary and informational texts, referring explicitly to the text for evidence. Students will also show mastery of reading foundational standards when reading and spelling.

**MATHEMATICS:** By the end of 3rd grade, students will represent and solve word problems involving multiplication and division. Students will understand multiplication properties and the relationship to division. Students will develop an understanding of fractions as numbers.

#### **GRADE 4**

**ENGLISH LANGUAGE ARTS:** By the end of 4th grade, students will be able to utilize reading comprehension standards for both literary and informational texts, referring explicitly to the text for evidence. Students will also show mastery of language standards through explicit vocabulary instruction.

**MATHEMATICS:** By the end of 4th grade, students will solve multi-digit equations with all four operations. Students will solve multi-step word problems with all four operations. Students will develop understanding of fractions equivalency and decimal concepts.

#### **GRADE 5**

**ENGLISH LANGUAGE ARTS:** By the end of 5th grade, students will be able to utilize reading comprehension standards for both literary and informational texts, referring explicitly to the text for evidence. Students will also show mastery of language standards through explicit vocabulary instruction.

**MATHEMATICS:** By the end of 5th grade, students will solve multi-digit equations with all four operations with whole numbers and decimals to the hundredths. Students will add, subtract, multiply, and divide fractions.

### **ATTENDANCE GOALS**

#### **GRADES (PREK-GRADE 5):**

We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance. We commit to creating a positive school culture that fosters belonging so students are more likely to attend school.

### **WHAT RESOURCES CAN I ACCESS TO SUPPORT AT-HOME LEARNING?**

Find grade-level-specific information and Family and Community Resources for at-home learning support:

**English Language Arts:** <https://www.hcpss.org/academics/english-language-arts/>

**Mathematics:** <https://www.hcpss.org/academics/mathematics/>

### HOW CAN I PLAY AN ACTIVE ROLE IN MY CHILD'S EDUCATION?

- Check Canvas grades regularly.
- Actively encourage your child to be at school and on-time.
- Participate in school events when able to attend.

We welcome your ideas and input into the Title I Compact & Plan for achievement; as well as, our family involvement budget, and ideas for how we can work together as equal partners. For feedback and suggestions please reach out to a Title I teacher or Family and Community Engagement contact. Contact information for each staff member can be found on the GES Title I website at <https://ges.hcpss.org/about/title-i-program>.

For a snapshot of the GES School Improvement Plan visit, <https://ges.hcpss.org/school-improvement-plan> or contact your child's teacher for a paper copy.

For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>.

