

# Guilford Elementary School

7335 Oakland Mills Rd, Columbia, MD 21046

## Title I Family-School Compact & Plan 2024-2025

Principal: Stephanie Barber-Wehrman

Assistant Principal: Howard Carter

Leadership Intern: N/A

### 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 teachers include math specialists, reading specialists, and/or classroom teachers who work with students to support their academic needs through interventions, co-teaching, and/or reducing class size. Family resources are based on family input/needs and may include additional programs, at-home learning materials, and other collaborative initiatives that increase 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 an agreement between families, students, and teachers that is jointly developed and distributed to all families. It explains how families, students, and teachers will work together to develop a family-school partnership to make sure all students meet with success, and get the support they need to achieve grade-level goals.

### SHARED COMMITMENTS

<b>Students</b>	<ul style="list-style-type: none"><li>• Attending class regularly, participating and completing assignments</li><li>• Being respectful of others, and following ROARS</li><li>• Taking responsibility for my action</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Making sure my student is on time for school, arriving by 9:10</li><li>• Engaging and responding to school communication</li><li>• Monitoring my students' grades on Canvas</li></ul>
<b>School Staff</b>	<ul style="list-style-type: none"><li>• Maintain ongoing communication between home and school that is consistent 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>• Ensure we are working to improve learning outcomes for every student by providing high-quality instruction and participating in ongoing professional learning</li><li>• Foster a safe and inclusive environment that encourages students to want to attend school</li><li>• Empower parents/caregivers to support at-home learning by providing family engagement opportunities</li></ul>

HCPSS has identified shared responsibilities for students, educators, and families 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 GRADE SPAN GOALS**

### **PRIMARY GRADES (PREK-GRADE 2):**

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. Primary student lessons will focus on establishing healthy routines.

### **INTERMEDIATE GRADES (GRADE 3-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. Intermediate lessons will focus on ownership and responsibility.

## **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 student to be at school and on-time
- Attending school events, when able to

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/about/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>.

