

LONGFELLOW ELEMENTARY SCHOOL

5470 Hesperus Drive Columbia MD 21044

Title I Family-School Compact & Plan 2025-2026

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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

Students	• I will show respect to Longfellow staff, and to my peers. • I will ask for help when needed and I will follow directions the first time given. • I will complete my classwork and homework. • I will come to school prepared to learn and I will be responsible with learning materials.
Families	• Spend time reading each day at home. • Ensure homework completion and/or practice math facts. • Implement routines at home for homework, bedtime and morning so children are rested and prepared for school. • Create a safe space for teachers and guardians to communicate. • Support staff in maintaining a safe and productive learning environment.
School Staff	• Maintain ongoing, consistent communication between home and school across grade levels. • Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations. • Improve learning outcomes for all students by delivering high-quality instruction and engaging in ongoing professional learning. • Foster a safe, inclusive environment that motivates students to want to attend school regularly. • Empower parents/caregivers to support learning at home by offering meaningful family engagement opportunities.

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-K, students will show growth in their understanding of the purpose of letters. This includes making connections between letter names and the sounds they represent. All students will identify and write their first names using upper and lower case letters appropriately.

MATHEMATICS: By the end of Pre-K, students will count verbally to 10 by ones and develop verbal counting to 20 by ones. Students will identify written numbers 0-10. By the end of Pre-K, students will demonstrate awareness of one to one correspondence up to 10. Students will be able to identify some simple shapes.

KINDERGARTEN

ENGLISH LANGUAGE ARTS: By the end of Kindergarten, students will become more independent with reading, understanding fiction and nonfiction texts, speaking and listening. Students will write, draw or talk about various writing purposes. They will also learn early writing skills such as using letters, words, and basic punctuation.

MATHEMATICS: By the end of Kindergarten, students will be able to demonstrate growth towards counting to 100 and writing numbers to 20, while also decomposing numbers 11 to 19. Kindergarten students will demonstrate an understanding of adding and subtracting within 10.

GRADE 1

ENGLISH LANGUAGE ARTS: By the end of first grade, students will decode grade level text using phonics and sight word skills. Students will apply new vocabulary in discussions about texts read aloud. Students will comprehend fiction and non-fiction texts. Students will apply beginning conventions of print to their writing such as question marks and sight words when responding to text.

MATHEMATICS: By the end of first grade, students will read, write, and count to 120. Students will build place value foundations while decomposing, composing, and comparing two-digit numbers. Students will add and subtract within 20 and solve addition and subtraction problems.

GRADE 2

ENGLISH LANGUAGE ARTS: By the end of second grade, students will read with increasing independence. Students will use their knowledge of new phonics patterns to read with increasing accuracy. Students will engage in discussions about texts read aloud, while also building knowledge around rich vocabulary. Students begin to develop comprehension skills when engaging with fiction and non-fiction texts. Students will write with more complex sentence structures when expressing their ideas.

MATHEMATICS: By the end of second grade, students will fluently add and subtract two-digit numbers using strategies, and begin adding and subtracting three-digit numbers using strategies around their understanding of place value.

GRADE 3

ENGLISH LANGUAGE ARTS: By the end of third grade, students will read a variety of literature to gain information and understanding. Students will engage with grade level texts, deepen vocabulary, and work towards mastery of standards that foster comprehension of literature and informational texts. Students will participate in meaningful discussions about literature and informational texts. Students will write paragraphs with a main idea, details, and a closing sentence while applying conventions consistently throughout their composition.

MATHEMATICS: By the end of third grade, students will begin to build a conceptual understanding of fractions, multiplication, and division with an emphasis on basic fact strategies up to $\times 10$.

GRADE 4

ENGLISH LANGUAGE ARTS: By the end of fourth grade, students will read accurately and with automaticity to comprehend a variety of passages. Students will deepen vocabulary, and work towards mastery of standards that foster comprehension of fiction and non-fiction texts. Students will participate in meaningful discussions about literature and informational texts. Students will write multiple paragraphs with a main idea, details, and a closing sentence while applying conventions consistently throughout their composition.

MATHEMATICS: By the end of fourth grade, students will demonstrate growth of their understanding of multiplication and division while working with multi-digit numbers, using strategies involving place value. Fourth grade students will continue to work with fractions, and will begin to understand the foundational concepts of decimals.

GRADE 5

ENGLISH LANGUAGE ARTS: By the end of fifth grade, students will read accurately and with automaticity to comprehend a variety of increasingly complex passages. Students will engage with grade level texts, deepen vocabulary, and work towards mastery of standards that foster comprehension of increasingly complex texts. Students will participate in meaningful discussions about literature and informational texts. Students will write using text evidence to support their claim throughout their multi-paragraph compositions.

MATHEMATICS: By the end of fifth grade, students will understand the place value system, use and explain multi-digit strategies, and understand the concepts of volume. By the end of fifth grade, students will extend and apply the four operations to fractions and decimals.

ATTENDANCE GRADE SPAN GOALS

By the end of the 2025-2026 school year, chronic absenteeism will be reduced from 23.5% to 20.0% overall, and

from 35.3% to 30.0% for black students by fostering instructional belonging for all students while maintaining communication with families about student attendance.

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?

- Spend time reading each day at home.
- Ensure homework completion and/or practice math facts.
- Implement routines at home for homework, bedtime and morning so children are rested and prepared for school.
- Create a safe space for teachers and guardians to communicate.
- Support staff in maintaining a safe and productive learning environment.

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 LoES Title I website at <https://loes.hcpss.org/about/title-i-program>.

For a snapshot of the LoES School Improvement Plan visit, <https://loes.hcpss.org/24-25-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>.

