LONGFELLOW ELEMENTARY SCHOOL

5470 Hesperus Drive, Columbia, MD 21044

Title I Family-School Compact & Plan 2026-2027

Principal: Lauren Beaman **Assistant Principal:** Katie Murray

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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	**SOAR** **S — Safe** Be kind to everyone, use kind and appropriate words, keep hands and feet to ourselves, give others personal space, have calm bodies, walk in the hallways, follow classroom safety rules,use learning materials appropriately, listen to others' boundaries, talk to the teacher when someone bothers us. **O — Organized** Come to school prepared to learn, keep materials neat and in their designated places, keep desks and personal spaces clean and free from clutter, take care of our belongings, use a checklist to organize our day and belongings. **A — Accountable** Tell the truth, acknowledge our mistakes and say we're sorry, take responsibility for our actions and choices, accept the consequences, learn from mistakes and improve, do what we say we will do, repeat good behaviors, including completing classwork and homework, ask questions and participate in learning activities. **R — Respectful** Treat others the way we want to be treated, respect everyone at school, use polite language and tone, be mindful of others' feelings and differences, greet others and say "please," respect school property and others' belongings, listen when the teacher is talking, help others, choose kind words. **The above shared commitments were generated by families at our Title I Annual Meeting.*
Families	**Communication** We commit to using the TalkingPoints app, checking school messages and emails regularly, responding to teacher communications, and communicating more with teachers and our children about expectations. **Folders** We commit to checking our child's take-home folder, checking for feedback from the teacher, and reminding our child to turn in their work. **Learning at Home** We commit to checking our child's grades weekly in Canvas, looking at school learning materials together on the portal, helping with homework, getting involved in our child's academics, reading more at home, and motivating our child to read. **Routines**

	We commit to establishing a consistent morning routine and wake-up time, making sure our child gets a good night's sleep, and planning ahead so we can leave the house on time and get our child to school. **Encouragement** We commit to encouraging our child to persevere and do their best, talking about their school day and what they learned, and discussing how they can do better day by day. **School Involvement** We commit to signing up for PTA events, attending our child's activities, participating in school events at least once a month, and signing up for parent-teacher conferences. **The above shared commitments were generated by families at our Title I Annual Meeting.*
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 x10.

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

PRIMARY GRADES (PREK-GRADE 2) and INTERMEDIATE GRADES (GRADE 3-GRADE 5):

By the end of 2026 - 2027 school year, chronic absenteeism will be reduced from 19.7% to 16.7% overall and from 28.3% to 21.2% for multilingual learners by fostering instructional belonging for all students using tier 1 supports, 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?

- Attend grade-level Title I family events.
- Check my child's take-home folder daily.
- Read and respond to teacher communications through TalkingPoints, Canvas, and Synergy.
- Read the Longfellow Weekly Newsletter every Friday.
- Sign up for and attend parent-teacher conferences in November and February.
- Join the LoES PTA and follow its emails and Facebook group ("Longfellow Elementary School PTA") for news and events.
- Join the Family Engagement Team and attend monthly meetings.
- Share feedback through family event evaluations, the Family-School Compact/Plan, the School Improvement Plan, the Climate Survey, and the Title I Input Survey.

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/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.

Howard County Public School System