

# Longfellow Elementary School

5470 Hesperus Drive Columbia MD 21044

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

Principal: Vanya Jackson

Assistant Principal: Katie Murray

### 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>• I will show respect to Longfellow staff and my peers.</li><li>• I will ask for help when needed and I will follow directions the first time given.</li><li>• I will complete my classwork and homework and I will come to school prepared to learn.</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Spend time reading each day at home with your child</li><li>• Ensure homework completion and/or practice math facts</li><li>• Implement routines at home for homework, bedtime and morning so children are rested and prepared for school</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-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 work on identifying and writing their first names using upper and lower case letters appropriately.

**MATHEMATICS:** By the end of Pre-Kindergarten, students will be able 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 growth towards independence with reading, comprehending fiction and nonfiction texts, speaking and listening. Students will write, draw or dictate about the various writing genres and demonstrate knowledge of conventions with prompting and support.

**MATHEMATICS:** Students will be able to count to 100, write numbers to 20, build a place value foundation that

emphasizes 10s and 1s, and understand addition and subtraction strategies.

### **GRADE 1**

**ENGLISH LANGUAGE ARTS:** By the end of first grade, students will gain independence with decoding grade level phonics and word analysis skills. 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 a variety of genres and apply conventions.

**MATHEMATICS:** Students will demonstrate an understanding of place value, addition and subtraction strategies, and problem solving.

### **GRADE 2**

**ENGLISH LANGUAGE ARTS:** By the end of second grade, students will gain independence with decoding grade level phonics and word analysis skills. 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 a variety of genres and apply conventions.

**MATHEMATICS:** Students will demonstrate an understanding of place value, addition and subtraction strategies, and problem solving.

### **GRADE 3**

**ENGLISH LANGUAGE ARTS:** By the end of third grade, students will read with accuracy and fluency to support comprehension. Students engage with grade level texts, deepen vocabulary, and work towards mastery of standards that foster comprehension of literature and informational texts. Students participate in meaningful discussions about literature and informational texts, as well as develop their writing skills. Published writing pieces will include opinion, informational, and narrative genres.

**MATHEMATICS:** Students will demonstrate an understanding of multi-digit addition, subtraction, multiplication, and division through 100, as well as developing a deeper understanding of place value concepts.

### **GRADE 4**

**ENGLISH LANGUAGE ARTS:** By the end of fourth grade, students will read with accuracy and fluency to support comprehension. Students engage with grade level texts, deepen vocabulary, and work towards mastery of standards that foster comprehension of literature and informational texts. Students participate in meaningful discussions about literature and informational texts, as well as develop their writing skills. Published writing pieces will include opinion, informational, and narrative genres.

**MATHEMATICS:** Students will demonstrate an understanding of multi-digit addition, subtraction, multiplication, and division, as well as developing a deeper understanding of fractions, decimals, and geometry.

### **GRADE 5**

**ENGLISH LANGUAGE ARTS:** By the end of fifth grade, students will read with accuracy and fluency to support comprehension. Students engage with grade level texts, deepen vocabulary, and work towards mastery of standards that foster comprehension of literature and informational texts. Students participate in meaningful discussions about literature and informational texts, as well as develop their writing skills. Published writing pieces will include opinion, informational, and narrative genres.

**MATHEMATICS:** Students will demonstrate an understanding of multi-digit addition, subtraction, multiplication, and division, as well as developing a deeper understanding of fractions and decimals.

## **ATTENDANCE GRADE SPAN GOALS**

**PRIMARY GRADES (PREK-GRADE 2):** By the end of the 24-25 school year, chronic absenteeism for students in pre-k - grade 2 will be reduced from 22.1% to 19% overall.

**INTERMEDIATE GRADES (GRADE 3-GRADE 5):** By the end of the 24-25 school year, chronic absenteeism for students in grade 3 - grade 5 will be reduced from 22.1% to 19% overall.

## **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 with your child
- 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

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 [Title I documents link](#)

For a snapshot of the LoES School Improvement Plan visit, [LoES school webpage-SIP link](#) 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>.

