



Phelps Luck Elementary

FAMILY – SCHOOL COMPACT & PLAN FOR ACHIEVEMENT

2018–2019 First Grade

This plan has been jointly developed and distributed to the parents of all PLES students.

5370 Oldstone Court Columbia,
MD 21045

Phone 410-313-6886

Fax 410-313-6889

<http://ples.hcpss.org/>

Michelle Leader, Principal

Connie Fowlkes, Assistant Principal

Sandra McGraw, Assistant Principal

☞ **PHELPS LUCK IS A TITLE I SCHOOLWIDE PROGRAM SCHOOL.** Title I programs at each school will vary, depending on the needs of the school. Every child may benefit from the added services and programs that a Schoolwide Title I program can offer. A Schoolwide program allows a school to address the learning strengths and needs of each child using a more comprehensive approach.

☞ OUR SCHOOL STAFF

- Communicates with parents and students regarding academic progress, attendance and behavior through interim reports and report cards (4 each per year), parent/teacher conferences (11/19-21 and 2/14-15), Thursday Folders (weekly), PLES newsletters (bi-weekly), agenda book (daily), notes and phone calls (as needed). *All family events and important dates are sent home in an Events Calendar that comes home via Thursday Folders.*
- Provides transportation, childcare, Interpreter services, and translated documents upon request for communication and family events.
- Provides high-quality, effective, data-driven instruction and uses that data throughout the year to plan differentiated activities as we implement Maryland's College and Career-Ready Standards (MDCCRS).
- Offers parenting workshops and in-services on topics promoting the academic achievement of children, as well as, information about MAP and PARCC assessments. A calendar of events will be sent home at the beginning of each quarter. Post it at home for future reference.
- Builds a positive school culture among students, staff, and community by providing students with incentives to motivate positive learning behaviors and academic support for students performing below grade level.
- Data-based decision-making –Adhering to the cyclical philosophy “Being Continuously Reflective, Intentional with Implementation, and Analytical of Results.”
- Involves parents in making decisions related to whole school and Title I Programs including the Title I Family Involvement Programs, the Title I Family Involvement Budget, Compact and Plan through surveys and feedback forms.

☞ **EXTENDED DAY OPPORTUNITIES:** Some of your children will qualify for our BRIDGES Program (Funded by the 21st Century CLC grant). This educational opportunity extends beyond the regular school day for grades 3-5 with a focus on reading and math. In addition to our focus on academics, students are involved in engaging enrichment activities that emphasize STEM (Science, Technology, Engineering, and Mathematics) initiative. Bridges will also offer additional parent involvement activities. You will be contacted if your child qualifies for this program.

Volunteer Opportunities

*PTA, Classrooms, Thursday Folder Filing, Flash Cards,
Sight Words, Field Trips*

Need More Information?

For a copy of our Title I documents, visit our website. If you have any questions or comments about the *Title I program or the schoolwide compact and plan*, contact Karen Simcock, Katherine O'Neill or Isaac Clark.

Family- School Compact: A Family-School Compact & Plan is an agreement that explains how families, students, and teachers will work together as a team to make sure all students receive the support they need to successfully achieve grade level goals.

As Students, we will:

- Arrive at school ready to learn.
- Do my homework every day.
- Do my best all day, every day.
- Ask questions at school and home when I don't understand.
- Read every day outside of school.
- Practice my math facts every day.
- Talk to family members about what I learned in school.
- Set goals and work hard to achieve them.

As Parents, we will:

- Make sure our child gets the appropriate amount of sleep, and arrives at school on time and ready to learn each day.
- Encourage our child to show effort and persistence in their work.
- Encourage our child to follow school standards.
- Provide a time and place for homework and check to make sure that it is complete.
- Check child's folders and agenda books daily for information from teachers and school.
- Attend parent-teacher conferences in November for updates on our child's progress.
- Contact school staff when we have questions of any type via note in agenda, phone call, email, or conference.

As a Staff, we will:

- Build a positive classroom culture.
- Facilitate effort and persistence with our students.
- Provide high-quality, effective, data-driven instruction and use that data throughout the year to plan differentiated activities as we implement MDCCRS.
- Communicate regularly with families regarding students' academic progress and behavior through Thursday folders, report cards, and Agenda books.
- Encourage a positive home-school connection through parent conferences, email, phone calls, and volunteer opportunities.
- Promote content understanding through purposeful questioning and extension activities.

Math- The Howard County Public School System has adopted the Maryland College and Career-Ready Standards Curriculum. The mathematics curriculum will teach students: operations and algebraic thinking; number and operations in base ten; measurement and data; and geometry.

Language Arts- All elementary grades will be taught the Maryland College and Career-Ready Standards English Language Arts Curriculum. These grade-by-grade standards in **reading, writing, speaking and listening, and language** create a steady progression of development leading to college and career readiness by the end of high school.

Our Goals for Student Achievement

Language Arts – 100% of first graders will demonstrate growth toward mastery of the MDCCRS by increasing their reading instructional text level and deepening their reading comprehension as measured by the Fountas and Pinnell Benchmark Assessment System.

Math – 100% of students will demonstrate growth towards understanding place value, fact fluency, computational skills, and composing and decomposing numbers.