

Phelps Luck Elementary School
5370 Old Stone Ct, Columbia, MD 21045
Title I Family-School Compact & Plan 2025-2026

Principal: Edward Cosentino

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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	<ul style="list-style-type: none">• Find ways to be an active and positive member of the PLES community.• Ask for help and use available resources when I need support.• Stay active and engaged in my learning by participating and giving my best effort.• Show respect for my teachers, classmates, and school environment.• Attend school consistently
Families	<ul style="list-style-type: none">• Volunteer and participate in classroom activities to support learning and school events.• Attend family learning sessions to engage with my child's education and growth, and continue learning at home.• Ensure my child attends school regularly and arrives prepared to learn.• Connect with school staff and other families through events, activities, and communication to build a strong school community.
School Staff	<ul style="list-style-type: none">• Maintain ongoing, consistent communication between home and school across grade levels (i.e. student performance, individual needs, etc.)• 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 celebrates diversity and 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-Kindergarten, students will show growth in the area of phonemic awareness (ex. rhyming, blending and segmenting sounds) Students will also show growth in letter identification and sounds. Students will build their comprehension through learning about story elements. Students will also write their first name.

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: Phonological awareness, phonics and word recognition are important literacy concepts in kindergarten. Kindergarten students will show growth in blending and segmenting sounds, recognizing and naming all uppercase and lowercase letters and identifying and using high frequency words. Students will also strengthen their reading comprehension by listening to and interacting with a variety of genres of text. With prompting and support, students will focus on key ideas and details in texts.

MATHEMATICS: By the end of kindergarten, students will learn to count to 100 by ones and by tens and write numbers to 20. Beginning addition and subtraction starts in kindergarten. Students will sort and classify objects and identify basic shapes.

GRADE 1

ENGLISH LANGUAGE ARTS: Phonological awareness, phonics, word recognition and comprehension are important literacy concepts in first grade. First grade students will show growth in blending, segmenting and isolating sounds. Students will build their knowledge of vowel sounds and syllables. First grade students will strengthen their reading comprehension by reading a variety of genres (including fiction and informational texts). Students will focus on key ideas and details and the craft and structure of texts.

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

GRADE 2

ENGLISH LANGUAGE ARTS: Second grade students will show growth in grade level phonics (ex. vowel teams, affixes, etc.) and word analysis skills. Second grade students will strengthen their reading comprehension by reading a variety of genres (including fiction and informational texts). Students will focus on key ideas and details and the craft and structure of texts.

MATHEMATICS: 100% of second grade students will demonstrate growth towards understanding place value, fact fluency and computational skills up to 1,000.

GRADE 3

ENGLISH LANGUAGE ARTS: Third grade students will show growth in their ability to read accurately and fluently by focusing on grade level phonics and word analysis skills. Third grade students will strengthen their reading comprehension by reading a variety of genres (including fiction and informational texts). Students will focus on key ideas and details and the craft and structure of texts.

MATHEMATICS: 100% of third grade students will demonstrate growth towards third grade fraction concepts, computational strategies, a conceptual understanding of multiplication and division, and fact fluency.

GRADE 4

ENGLISH LANGUAGE ARTS: By the end of fourth grade, students will show growth in their ability to read with accuracy and fluency to support comprehension. Students will use knowledge of phonics skills and word recognition to read unfamiliar words with multiple syllables. Fourth grade students will strengthen their reading comprehension by reading a variety of genres (including fiction and informational texts). Students will focus on key ideas and details and the craft and structure of texts.

MATHEMATICS: 100% of the fourth-grade students will demonstrate growth in grade 4 computational concepts, which include addition, subtraction, multiplication, and division of whole numbers, as well as an understanding of fractional concepts such as addition and subtraction with like denominators and multiplying a unit fraction by a whole number. Students will apply these skills through real-world learning experiences that connect mathematical concepts to authentic, everyday situations, deepening their understanding and problem-solving abilities.

GRADE 5

ENGLISH LANGUAGE ARTS: By the end of fifth grade, students will show growth in their ability to read with accuracy and fluency to support comprehension. Students will focus on key ideas and details and the craft and structure of texts. Fifth grade students will demonstrate comprehension by quoting accurately when explaining what is directly stated in the text and will make inferences when reading literature and informational text.

MATHEMATICS: 100% of the fifth grade students will demonstrate growth of grade 5 computational concepts which include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.

ATTENDANCE GRADE SPAN GOALS

Schoolwide: By the end of the 2025-2026 school year, chronic absenteeism will be reduced from 15.9% to 13.5% overall through the implementation of student interviews and increased parent calls, communication, and family learning.

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 school events such as family learning sessions and continue learning at home.
- Donate snacks or supplies to help create a positive and welcoming classroom environment.
- Participate in teacher appreciation activities to recognize and encourage educators' hard work.
- Advocate for classroom and school resources that support student learning.
- Attend parent-teacher conferences and communicate with teachers to stay informed about my child's progress and goals.
- Volunteer in the classroom or at school events to contribute directly to student success (i.e. supporting teacher with tasks, read aloud virtually or in person, chaperone on field trips etc.)
- Join the PTA (Parent Teacher Association) to collaborate with other families and school staff.
- Ask my child about their school day to stay engaged and show interest in what they're learning.
- Join the Family School Partnership team

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

For a snapshot of the PLES School Improvement Plan visit, <https://ples.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>.

