Phelps Luck Elementary School

5370 Old Stone Ct, Columbia, MD 21045

Title I Family-School Compact & Plan 2026-2027

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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	Action Steps
Students	● 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	**1. Attendance: I will…** attend school regularly and arrive on time so I am ready to learn. **2. Engagement: I will…** - Listen to my teacher and look toward the speaker, actively participate in learning and SEL activities, and ask for help when needed. - Take responsibility for completing assignments and raise my hand to share ideas, join discussions, and take learning risks. **3. S.O.A.R.: I will…** - Be a positive role model, share classroom materials respectfully, and help keep the classroom clean and organized. - Make positive choices and demonstrate SOAR behaviors to work toward class track rewards or Falcon of the Week recognition. - Use the Reset Nest to help manage big feelings and regulate my emotions.

Families	● 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. -	**1. Supporting Learning: We will…** - Provide necessary school supplies and resources when possible and practice skills at home to build confidence and support learning. - Facilitate positive conversations with our children about school. **2. Establishing Routines: We will…**Establish consistent morning routines that include preparing book bags, getting enough rest, waking up on time, and eating breakfast. **3. Partnering with Teachers: We will…** Maintain open communication with teachers through TalkingPoints and other tools, attend conferences, and follow up on our children's progress. **4. Engaging in the School Community: We will…** Volunteer in classrooms, read to classes, chaperone field trips, and participate in family learning sessions, American Education Week activities, and PTA events. **5. Strengthening Community: We will…**Build positive relationships with other families, support schoolwide initiatives, and consider joining the PTA to strengthen our school community.
School Staff	● 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.	**1. Communication: We will…** - Make welcoming phone calls and use a log to maintain frequent communication with families about student growth and ways to support learning. - Use TalkingPoints and translated communication to ensure accessibility. - Send monthly/quarterly updates with tips for supporting learning at home and/or share graded work to communicate student progress. **2. Partnering with Families: We will…** - Connect families with school/community resources such as Bridges afterschool program, Snack Bags, etc. - Host multicultural events where all families feel valued. (i.e. Multicultural Night, Rainbow Night, etc.) - Offer purposeful math and literacy family learning sessions at varied times - Encourage family volunteering - Promote staff involvement in the PTA - Support positive attendance through incentives and outreach (Calls of Care and Concern.) - Partner with families during conferences to review student progress and identify ways to support learning at home. **3. Professional Growth: We will…** Engage in ongoing professional development to strengthen Tier 1 instruction and meet diverse student needs. **4. Positive Classroom Culture: We will…** Facilitate classroom circles to reinforce SOAR expectations, build positive relationships, and strengthen learning behaviors.
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: By the end of kindergarten, students will show growth in their ability to apply foundational literacy skills, including phonological awareness, phonics, and word recognition. Students will develop comprehension of literary and informational texts by identifying key ideas and details with prompting and support.

MATHEMATICS: By the end of Kindergarten, students will demonstrate number sense growth by: learning to count to 100 by ones and by tens. Students will also count backward within 20 and subitize with familiar and unfamiliar patterns to 6. Beginning addition and subtraction starts in Kindergarten with a focus on unknown problems.

GRADE 1
ENGLISH LANGUAGE ARTS: By the end of first grade, students will show growth in their ability to apply foundational literacy skills, including phonological awareness, phonics, and word recognition, to read and spell words. Students will also develop reading comprehension through engagement with a variety of literary and informational texts.

MATHEMATICS: 100% of students will demonstrate growth towards understanding place value, fact fluency and understanding of distance to 10, computational skills, and composing and decomposing numbers.

GRADE 2
ENGLISH LANGUAGE ARTS: By the end of second grade, students will show growth in their ability to apply foundational reading skills, including phonics, word analysis, and fluency, to support comprehension. Students will strengthen their understanding of literary and informational texts by focusing on key ideas, 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. Students will focus on real-world applications that allow them to use visual, symbolic, or contextual representations to explain mathematical ideas.

GRADE 3
ENGLISH LANGUAGE ARTS: By the end of third grade, students will show growth in their ability to apply grade-level phonics and word analysis skills to read unfamiliar and multisyllabic words accurately and fluently. Students will also strengthen reading comprehension through engagement with a variety of literary and informational texts.

MATHEMATICS: 100% of third-grade students will demonstrate growth in Grade 3 fraction concepts, computational strategies for addition and subtraction, conceptual understanding of multiplication and division, and fact fluency for multiplication and division facts within 100.

GRADE 4
ENGLISH LANGUAGE ARTS: By the end of fourth grade, students will show growth in their ability to read a variety of texts accurately and fluently to support comprehension. They will apply phonics, word recognition, and knowledge of prefixes, base words, and suffixes to read and understand unfamiliar multisyllabic words.

MATHEMATICS 100% of fourth-grade students will demonstrate growth in Grade 4 computational concepts involving whole numbers and fractions, as well as fluency in recalling or quickly deriving multiplication and division facts within 100. Students will apply these skills through real-world learning experiences that connect mathematical concepts to authentic 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 a variety of texts accurately and fluently to support comprehension. They will identify key ideas and details, make inferences, use text evidence to explain their thinking.

MATHEMATICS: 100% of fifth-grade students will demonstrate growth in Grade 5 computational concepts, including addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, with a targeted focus on improving estimation and fluency in whole-number multiplication and division.

ATTENDANCE GRADE SPAN GOALS

Schoolwide: By the end of the 2026-2027 school year, chronic absenteeism will be reduced from 10.4% to 8.9% overall through the implementation of a positive messaging campaign, hosting family learning sessions, and normalizing attendance data.

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.

Howard County Public School System