

# Laurel Woods Elementary School

9250 North Laurel Road, Laurel MD

## Title I Family-School Compact & Plan 2025-2026

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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

<b>Students</b>	<ul style="list-style-type: none"><li>• Complete my homework and turn it in on time as well as use the learning tools provided from school-wide learning events</li><li>• Come to school everyday, that I am not sick, and try my best</li><li>• Share at least one thing that happened at school with a family member, on a daily basis</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Ensure students complete their homework and turn it in on time</li><li>• Ensure my child is at school everyday, they are not sick, and on time</li><li>• Be an active member of our school community by attending learning events, reading shared communications, and participating in volunteer opportunities</li></ul>
<b>School Staff</b>	<ul style="list-style-type: none"><li>• Provide meaningful, intentional homework in order for students to practice skills taught at school</li><li>• Foster a safe, inclusive environment that motivates students to want to attend school regularly.</li><li>• Maintain ongoing, consistent communication between home and school 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>• Improve learning outcomes for all students by delivering high-quality instruction and engaging in ongoing professional learning.</li><li>• Empower parents/caregivers to support learning at home by offering meaningful family engagement opportunities.</li></ul>

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-Kindergarten:

English Language Arts: All students will demonstrate growth in phonemic awareness and letter/sound identification, and identify and write their first name.

Math: All students will show growth in understanding numbers 0–10 by learning to recognize numbers, count objects accurately, and understand what each number means.

##### Kindergarten:

English Language Arts: All students will work toward mastery of foundational reading skills and communicate ideas effectively in writing.

Math: All students will be able to identify and write numbers to 20 and count to 100 by ones and tens. Students will be able to represent addition and subtraction within 10.

##### First Grade:

English Language Arts: All students will work toward mastery of grade-level foundational reading skills and focus on a writing topic while adding details to strengthen their writing.

Math: All students will develop understanding of place value in whole numbers. They will also begin to develop fluency for basic addition and subtraction facts within 20 and computational fluency strategies for addition and subtraction.

#### **Second Grade:**

English Language Arts: All students will work toward mastery of grade-level foundational reading skills and focus on a topic and strengthen writing as needed by revising and editing.

Math: All students will demonstrate fluency for basic addition and subtraction facts within 20. All students will add and subtract efficiently within 1,000. All students will solve word problems within 100.

#### **Third Grade:**

English Language Arts: All students will increase independence and stamina with reading and writing. All students will ask and answer questions to demonstrate understanding of a text.

Math: All students will develop understanding of fractional concepts. All students will develop strategies to efficiently multiply and divide and demonstrate fluency with basic facts (all 4 operations).

#### **Fourth Grade:**

English Language Arts: All students will increase independence and stamina with reading and writing. All students will participate in collaborative discussions to demonstrate their understanding of a text.

Math: All students will use place value understanding to efficiently multiply and divide multi-digit numbers. All students will develop the understanding of with fractions including equivalency, comparison and computation.

#### **Fifth Grade:**

English Language Arts: All students will increase independence and stamina with reading and writing. All students will use multiple examples of text evidence to support their response to a text.

Math: All students will apply efficient computational strategies for addition, subtraction, multiplication and division to solve real world problems involving fractions, decimals, volume, etc.

### **ATTENDANCE GRADE SPAN GOALS**

We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will be more likely to come to school.

By the end of 2025-2026 school year, chronic absenteeism will be reduced from 22.8% to 19.4% overall and from 22.4% to 19.6% for students with an IEP by fostering instructional belonging for all students, 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?**

- I will do everything I can to get my child to school on time and on a daily basis when they are not sick
- I will communicate with teachers and school staff regularly
- I will make sure my child completes their homework and uses learning tools provided from school-wide learning events
- I will attend learning events, read shared communications, and participate in volunteer opportunities when I can

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

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