

Laurel Woods Elementary School
9250 North Laurel Road, Laurel MD 20723
Title I Family-School Compact & Plan 2024-2025

Principal: Connie Stahler

Assistant Principal: Khalilah Braxton

Leadership Intern: Siobhan Drumgoole

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

Students	<ul style="list-style-type: none">• Showing the Laurel Woods Success Factors• Read a book at home• Doing my homework every night• Talk to my family about what I learned at school each day• Come to school on time every day• Practice math facts
Families	<ul style="list-style-type: none">• Have the whole family involved in the school experience/learning• Continuing to build partnerships with the community and staff• Continue to help our student(s) using the resources provided• Be an active participant in my child's academic journey• I've committed to volunteering and supporting the PTO, and being connected to staff and families and the larger community.• Be more involved in supporting Laurel Woods Elementary school
School Staff	<ul style="list-style-type: none">• Maintain ongoing communication between home and school that is consistent across grade levels• Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations• Ensure we are working to improve learning outcomes for every student by providing high-quality instruction and participating in ongoing professional learning• Foster a safe and inclusive environment that encourages students to want to attend school• Empower parents/caregivers to support at-home learning by providing family engagement opportunities

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

Grade Span Goals:

Prekindergarten:

- 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 demonstrate growth of number sense 0-10.

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.

Grades 1:

- 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.

Grade 2:

- 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.

GRADE 3

- 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. They will develop strategies to efficiently recall and apply multiplication and division facts.

GRADE 4

- 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 develop an understanding of multi-digit multiplication and division strategies.

GRADE 5

- 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 develop an understanding of using all 4 operations to solve problems related to fractions and decimals.

ATTENDANCE GRADE SPAN GOALS

PRIMARY GRADES (PREK-GRADE 2): By the end of 2024-2025 school year, chronic absenteeism will be reduced from 20.2% to 15% overall and from 31.3% to 25% for our Hispanic and Latino students. 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 through Morning Meetings and daily community circles and routines in classrooms.

INTERMEDIATE GRADES (GRADE 3-GRADE 5): By the end of 2024-2025 school year, chronic absenteeism will be reduced from 20.2% to 15% overall and from 31.3% to 25% for our Hispanic and Latino students. 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 through Morning Meetings and daily community circles and routines in classrooms. We will have leadership opportunities for our intermediate students to support our primary students throughout the school year.

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?

- Observing and keeping up with what is happening in our children's
- Set up routines that support education (designated homework time)
- Share ownership of student's education
- Using the resources that are provided at family programs and parent-teacher conferences
- Getting involved with Black Student Achievement Programs
- Communicating with teachers regularly
- Reading the bi-weekly grade-level newsletters

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/about/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>.

