

# Stevens Forest Elementary School

6045 Stevens Forest Rd, Columbia, MD 21045

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

Principal: Katie Carter

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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>• Come to school on time every day ready to learn.</li><li>• Form positive relationships with my teachers and classmates.</li><li>• Talk to my family about my day at school.</li><li>• Engage in learning and ask questions when I need help.</li><li>• Maintain a positive attitude about school and learning.</li><li>• Follow routines at home to be school ready.</li><li>• Try my best to positively ROAR.</li><li>• Have a growth mindset.</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Send healthy kids to school on time daily.</li><li>• Maintain a positive relationship with school through ongoing communication with teacher/ school staff.</li><li>• Set attainable goals with your child's learning, celebrate achievements, and provide feedback to school staff on how it is going.</li><li>• Communicate barrier to engagement.</li><li>• Maintain a positive attitude about school and learning.</li><li>• Commit to attending one or more school events.</li></ul>
<b>School Staff</b>	<ul style="list-style-type: none"><li>• Build and sustain positive relationships with students and families.</li><li>• Ensure ongoing communication between home and school.</li><li>• Share student performance data with parents and caregivers in relation to grade level expectations based on state standards and their grade level peers.</li><li>• Provide resources and strategies for parents to use at home to continue the learning.</li><li>• Provide high-quality instruction to improve learning outcomes for each student.</li><li>• Participate in ongoing professional learning related to our School Improvement Plan.</li><li>• Create a positive school culture that prioritizes healthy relationships and grows a culture of belonging.</li><li>• Provide family engagement opportunities that equip parents and caregivers with resources and strategies to practice at home.</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-K

##### ENGLISH LANGUAGE ARTS:

By the end of Pre-K, students will show growth in letter and sound identification.

##### MATHEMATICS:

By the end of Pre-K, students will identify numbers 0-10. Students will also demonstrate one to one correspondence up to 10.

## **KINDERGARTEN**

### **ENGLISH LANGUAGE ARTS:**

By the end of Kindergarten, students will be able to apply grade level reading foundational skills. These include: recognize that spoken words are represented in written language by specific sequences of letters, identify all upper- and lowercase letters, and recognize and produce rhyming words.

### **MATHEMATICS:**

By the end of kindergarten, students will be able to demonstrate an understanding of counting and number concepts. For example, counting to 100 starting at any number less than 100, writing numerals to 20, recognizing the last number counted as the total of the set (cardinality), and counting a set of objects up to 20 and representing it with a written numeral.

## **GRADE 1**

### **ENGLISH LANGUAGE ARTS:**

By the end of 1st grade, students will be able to apply grade level reading foundational skills. Students will apply those skills to foster reading comprehension and build competency in writing.

### **MATHEMATICS:**

By the end of 1st grade, students will be able to demonstrate understanding of number concepts and relationships. For example, counting to 120 starting at any number less than 120, reading and writing numbers up to 120 and representing a number when provided with a written number of objects. Students will be able to recall addition and subtraction facts fluently.

## **GRADE 2**

### **ENGLISH LANGUAGE ARTS:**

By the end of 2nd grade, students will be able to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Students will apply grade-level foundational skills including distinguishing between long and short vowel patterns. Students will begin to write various types of texts including, narrative, informational, and opinion pieces.

### **MATHEMATICS:**

By the end of 2nd grade, students will be able to add and subtract two and three-digit numbers, using multiple strategies, such as, counting on, partial sums, charts, drawings, add on or count back, break apart, and use math tools (base ten blocks, hundreds chart number lines).

## **GRADE 3**

### **ENGLISH LANGUAGE ARTS:**

By the end of 3rd grade, students will show that they understand the key details and ideas in fiction and non-fiction texts. They can also provide reasons and examples to support their thinking. Students will learn and apply new vocabulary, phonics patterns, and word structures to read fluently and spell accurately.

### **MATHEMATICS:**

By the end of 3rd grade, students will choose from a variety of strategies to add and subtract multi-digit numbers, fluently add/subtract within 20, and multiply/divide fluently within 120. They will write and solve equations to solve word problems.

## **GRADE 4**

### **ENGLISH LANGUAGE ARTS:**

By the end of 4th grade, students will be able to utilize reading comprehension standards for both literary and informational texts, referring explicitly to the text for evidence. Students will also show mastery of language standards through explicit vocabulary instruction.

### **MATHEMATICS:**

By the end of 4th grade, students will be able to solve addition, subtraction, multi-digit multiplication, and division problems using a variety of strategies. Students will also be able to compare and order fractions using various strategies.

## **GRADE 5**

### **ENGLISH LANGUAGE ARTS:**

By the end of 5th grade, students will be able to utilize reading comprehension standards for both literary and informational texts, referring explicitly to the text for evidence. Students will also show mastery of language standards through explicit vocabulary instruction.

### **MATHEMATICS:**

By the end of 5th grade, students will be able to fluently multiply multi-digit whole numbers using the standard algorithm and divide 4 digit by 2 digit whole numbers using partial quotients. Students will also be able to add, subtract, multiply, and divide decimals and fractions to hundredths. They may use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. They will relate the strategy to a

written method and explain the reasoning used.

### ATTENDANCE GRADE SPAN GOALS

**Attendance Strategy:** Commitment to a positive school culture that prioritizes relationships and belonging

- Intentional actions, attendance procedures, communicating with families

**Target Group Strategies for Attendance** (Students ending SY 24-25 Chronically Absent)

- Positive Touchpoint Tracking
- School staff as case managers to increase home-school communication and follow SFES tiered strategies of support

### 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?

- Send healthy kids to school on time daily.
- Maintain a positive relationship with school through ongoing communication with teacher/ school staff.
- Set attainable goals with your child's learning, celebrate achievements, and provide feedback to school staff on how it is going.
- Communicate barrier to engagement.
- Maintain a positive attitude about school and learning.
- Commit to attending one or more school events.

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

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

