

CRADLEROCK ELEMENTARY SCHOOL

6700 Cradlerock Way

Columbia, MD 21045

Title I Family-School Compact & Plan 2024-2025

Principal: Dan Notari **Assistant Principals:** Melisha Martin, Deanna Mingo **Community Schools Site Coordinator:** Stephanie Dobbs

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

Families	<ul style="list-style-type: none">• Establish routines and a nurturing home environment that emphasize the importance of education. (e.g. bedtime/morning routines, read to your child, ask about the school day)• Reinforce academic and behavioral expectations at home.• Be an active participant in school activities such as the Parent Teacher Association (PTA) and other volunteer opportunities.• Commit to maintaining timely two-way communication between school and home.• Self-advocate and seek out help from school staff.• Review Parent Portal and Canvas updates/messages to monitor attendance and academic progress.• Support, collaborate, and encourage other families in the community.• Participate in family surveys (e.g. needs and assets survey and school climate survey).
Students	<ul style="list-style-type: none">• Participate in student surveys (e.g. needs and assets survey and school climate survey).• Minute Meetings conducted by Community School Site Coordinator.• Self-advocate and seek personal and/or academic support when needed (e.g. ask questions and ask for help).• Take your education seriously and do your best (e.g. complete assignments, maintain a positive attitude about learning).• Come to school every day, on time and ready to learn.• Show respect to classmates, school staff and school property.• Uphold R.O.C.K. Expectations (Respectful, On Task, Cooperative and Kind).
School Staff	<ul style="list-style-type: none">• Complete "Welcome Calls" at the beginning of the year.• Commit to maintaining timely two-way communication between school and home.• Foster a welcoming, safe and inclusive environment that encourages students to want to attend school.• Care about students and see every student as unique, capable and having potential.• 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.• Empower parents/caregivers to support at-home learning by providing family engagement opportunities.• Follow up with families when students are absent.• Participate in staff surveys (e.g. needs and assets survey and school climate survey).

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

JUDY CENTER (birth-age 5)

Curriculum is aligned to early learning standards, which includes early math, literacy, and social skills; children participating in playgroups learn social-emotional skills before entering school, supporting transition to pre-kindergarten and kindergarten.

PRE-KINDERGARTEN

MATH: By the end of pre-kindergarten, students will identify and write numbers through 10 and count to 100.

ENGLISH/LANGUAGE ARTS: By the end of pre-kindergarten, students will show growth in letter and sound identification. All students will work on identifying and writing their first name.

KINDERGARTEN

MATH: By the end of kindergarten, students will count to 100, identify, write, build, and compare numbers through 20, add and subtract through 5, and recognize numbers that make 10 (ex. 8 & 2).

ENGLISH/LANGUAGE ARTS: By the end of kindergarten, with prompting and support, students will ask and answer questions about key details and main events. Students will know and apply phonics and word analysis skills in decoding words and read some high-frequency words with automaticity.

GRADE 1

MATH: By the end of 1st grade, students will count, show an understanding of place value, solve two-digit addition and subtraction, basic facts (± 0 , ± 1 , ± 2 , making ten, doubles, and adding/subtracting 10) and word problems.

ENGLISH/LANGUAGE ARTS: By the end of 1st grade, students will demonstrate comprehension by asking and answering questions about key details in literature and informational texts. By the end of 1st grade, students will use known words and word parts to help with reading and spelling new words.

GRADE 2

MATH: By the end of 2nd grade, students will show an understanding of place value, solve two-digit and three-digit addition and subtraction, use derived facts (strategies: using ten, using doubles) and solve word problems.

ENGLISH/LANGUAGE ARTS: By the end of 2nd grade, students will demonstrate comprehension by asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding about key details in literature and informational text. Students will also decode unknown words using sounds and parts of words while reading accurately and fluently to support comprehension.

GRADE 3

MATH: By the end of 3rd grade, students will have strategies to solve two-digit and three-digit addition and subtraction, demonstrate conceptual understanding of multiplication and division, have strategies to solve basic multiplication and division facts 0-10, write and compare fractions, and solve word problems.

ENGLISH/LANGUAGE ARTS: By the end of 3rd grade, students will read with accuracy and fluency to support comprehension. Students will know and apply grade level phonics and word analysis skills in decoding words. Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE 4

MATH: By the end of 4th grade, students will have fluency for multi-digit addition and subtraction, develop fluency with multi-digit multiplication and division, interpret remainders when dividing, read, write, and compare fractions and decimals, create equivalent fractions, and add and subtract fractions with like denominators.

ENGLISH/LANGUAGE ARTS: By the end of 4th grade, students will read with accuracy and fluency to support comprehension. Students will also use knowledge of phonics skills and word recognition to read unfamiliar words with multiple syllables. Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from literature and informational texts.

GRADE 5

MATH: By the end of 5th grade, students will have fluency with multi-digit addition, subtraction, and multiplication, while developing fluency with multi-digit division and fractions as division. They will add and subtract fractions with unlike denominators, multiply and divide fractions, and add, subtract, multiply, and divide decimals.

ENGLISH/LANGUAGE ARTS: By the end of 5th grade, students will demonstrate comprehension by locating information and quoting accurately from a text when explaining their thoughts and when drawing inferences in both

reading literature and informational text. They will know and apply grade level phonics and word analysis skills in decoding words and read with sufficient accuracy and fluency to support comprehension.

ATTENDANCE GRADE SPAN GOALS

School Improvement Plan Goal:

By the end of 2024-2025 school year, chronic absenteeism will be reduced from 22.7% to 19.3% overall and from 27% to 20.3% for kindergarten by communicating with families about student attendance and its impact on student achievement.

PRIMARY GRADES (JUDY CENTER/PREK-GRADE 2): Staff will communicate with families about the value of establishing morning and evening routines to prepare students for learning and emphasize the importance of regular school attendance. Staff will share a comprehensive approach to attendance supports and interventions to reduce chronic absenteeism.

INTERMEDIATE GRADES (GRADE 3-GRADE 5): Staff will communicate with families and students that regular attendance has a huge impact on a student's academic and social success. Staff will share a comprehensive approach to attendance supports and interventions to reduce chronic absenteeism.

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?

- Join and attend the Family Engagement Team (FET)
- Join and attend school-based PTA meetings
- Provide feedback and input on the Family-School Compact/Plan, School Improvement Plan
- Join the Watch D.O.G.S. Program
- Participate in Parent Teacher Conferences
- Attend Family Program Events, including Coffee & Conversations
- Share experiences during College and Career Bound Bulldog Week
- Chaperone Field Trips
- Volunteer with the Cradlerock School Community Garden
- Classroom volunteer opportunities: please contact your child's teacher directly
- For families with children under age 5, explore programs and resources provided by The Judy Center at Cradlerock. [Find out about the Judy Center here.](#)
- Explore resources available on the Howard County Public School System website, such as ["What your Child Will Learn" Guides](#)

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 [CRES Title I website](https://cres.hcpss.org/about/title-i-program). (<https://cres.hcpss.org/about/title-i-program>)

For a snapshot of the [CRES School Improvement Plan](https://cres.hcpss.org/about/school-improvement-plan) visit <https://cres.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>.