



Swansfield Elementary School  
 5610 Cedar Ln, Columbia, MD 21044  
 School Family Compact & Calendar of Events 2021-2022  
**Principal:** Laurel Porter      **Assistant Principals:** Courtney Madden & Howard Carter

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**What is Title I?**

Title I is a federally funded program designed to support students who need extra assistance in reading and/or math. Title I teachers work with students to support their academic needs. Most interventions are provided in the classroom. This approach provides increased opportunity for flexible grouping, acceleration, and collaboration.

**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 as a team to make sure all students meet with success, and get the support they need to achieve grade level goals.

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.

**Instruction Responsibilities (Student Code of Conduct):** <https://www.hcpss.org/about-us/student-code-of-conduct/>

We welcome your ideas and input into the 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 Involvement Contact. Contact information for each staff member can be found on the SES Title I website at <http://ses.hcpss.org/about/title-i-program>

**How Can I Get Involved at the School?**

- Join and attend the Family Involvement Team (FIT) and/or school-based PTA.
  - Provide feedback and input on the Family-School Compact/Plan, School Improvement Plan, Family Involvement Budget Plan, and topics for school staff training.
  - Classroom volunteer opportunities; please contact your child’s teacher directly.
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Swansfield Elementary administrators and school staff have studied our student performance data to decide on the most important areas of improvement for our school. For the 2021-2022 school year, SES will focus on the following areas:

<p><b>Mathematics:</b> The HCPSS Mathematics Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none"> <li>1. Staff will engage in bi-weekly grade level planning with the MST to implement high</li> </ol>	<p><b>English Language Arts:</b> The HCPSS Language Arts Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none"> <li>1. Staff will participate in professional learning with unpacking the Reading Standards during</li> </ol>
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<p>quality tasks and identify possible student misconceptions.</p> <ol style="list-style-type: none"> <li>Staff will engage in bi-weekly collaborative professional learning/planning in order to implement differentiated instruction to address student misconceptions in the mathematics classroom.</li> <li>Coaching model (learning walks, peer observations and model lessons) will be utilized by the Mathematics Support Teacher to provide teachers with differentiated professional development on how to address student misconceptions through differentiated instruction. Frequency will be determined by the needs of the individual teachers.</li> </ol>	<p>bi-weekly planning with RST and grade level teams</p> <ol style="list-style-type: none"> <li>Staff will connect their knowledge of the standards to student engagement strategies during implementation of Being A Reader and Making Meaning.</li> <li>Administration and the Reading Support Teacher will implement instructional walkthroughs to monitor the fidelity of instruction aligned to grade level reading foundational standards.</li> </ol>
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**Belonging:** Equitable and restorative discipline practices support students’ access to a well-rounded curriculum and opportunities, which ultimately lead to graduation and long-term success. HCPSS is committed to reducing disproportionality in implementing discipline, including reducing the need for disciplinary actions, ensuring consistency in suspension usage, and to meet school quality targets for discipline proportionality that are included in all School Improvement Plans (SIPs).

- Staff will identify families from our identified student group based on specific criteria (SST case, IIT case, Teacher referral for support 20-21, Family Coaching program, Special Ed, New teacher referrals 21-22) to create a cohort of families who will meet with an outside consultant from RJ cohort to share experiences, provide input and give feedback regarding disparities in SES discipline and academic data.
- All staff will engage in ongoing professional learning with the Restorative Justice Partnership and other experts in the field, bi-monthly during staff meetings and/or monthly PIP time, to focus on restorative justice practices, non-violent communication, language choice, microaggressions and implicit biases.

*For a snapshot of the SES School Improvement Plan visit our school’s website.*

<https://ses.hcpss.org/about/school-improvement-plan>

**Grade Span Goals:**  
**Pre-K & Kindergarten**

- English Language Arts – With prompting and support, Pre-K and Kindergarten students will interact with literary and informational text. By the end of Kindergarten, students will independently read and comprehend beginning reader texts using the Being a Reader program. Students will independently



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write, draw or dictate written responses to what they have read. Independently, students will write, draw or dictate about the various writing genres.

- Mathematics –Throughout Pre-K and Kindergarten, students will learn to count to 100 and write numbers to 20. Emphasis is placed on tens and ones and building a foundation for place value. Beginning addition and subtraction starts in kindergarten. Students will sort and classify groups of objects and identify basic shapes.

#### **Grades 1 & 2**

- English Language Arts - Standards-based instruction and differentiated small group instruction is driven by on-going data collection. The Being A Reader and Being A Writer programs provide a strong emphasis on foundational skills, that are taught through shared reading, interactive read alouds, differentiated small group instruction, word sorts, discussions of text, daily independent reading, and writing instruction in various genres.
- Mathematics –Students are focused on counting, addition, subtraction, and understanding and solving word problems. By the end of second grade, students will know from memory, their basic addition and subtraction facts. They will be able to add and subtract numbers within 1,000 using a variety of place value strategies.

#### **Grades 3, 4, & 5**

- English Language Arts -English Language Arts - Standards-based instruction and differentiated small group instruction is driven by on-going data collection. The Making Meaning and Being A Writer programs provide a strong emphasis on comprehension skills through interactive read alouds, differentiated small group instruction, discussions of text, daily independent reading, and writing instruction in various genres.
- Mathematics -In third grade students begin to learn the concepts of multiplication and division. By the end of third grade, students are expected to know, from memory, their basic multiplication and division facts. Students will focus on applying these facts and develop an understanding of multiplication and division strategies using multi-digit numbers. In all three grades students will develop a deeper understanding of fractions, including understanding the fractional parts, comparing fractions, equivalence, and applying them using the four operations and in problem solving.



## Family Calendar of Events 2021-2022

*Transportation, childcare, interpreter services, and translated documents will be available upon request as needed.*  
 For additional Title I funded family events visit <https://ses.hcpss.org/about/title-i-program> and click on Title I Additional Family Engagement Programs.

Program	Time & Date	Details
<b>Title I Annual Meeting &amp; Back to School Night</b>	8/27/21 <b>In person</b> Kindergarten @ 1:30 pm  9/13/21 <b>In person</b> Grades 1-2 @ 5:30pm Grades 3-5 @6:30pm  <b>Virtual</b> Kindergarten @5:30 pm Grades 1-2 @6:30pm Grades 3-5 @5:30pm	Parents are invited to meet their child’s teacher(s) and hear about what their child will be learning during in-person instruction. Parents will also have the opportunity to learn about their child’s daily schedule, school rules, as well as academic expectations, how to stay connected, and the PTA. Also, find out ways to help your child at home, how to volunteer, as well as how to join our School Improvement Team or Family Involvement Team. Parents will learn about the Schoolwide Title I program, where to find more information, and how to give input into the Title I Budget and the School Compact and Family Plan. There will be time to ask questions and give feedback.
<b>Parent-Teacher Conferences</b>	11/22/2021, 11/23/2021, 11/24/2021 Time TBA	Parents are invited to meet their child’s teacher(s) and hear about how their child is progressing in their current grade level. During this time, parents can ask questions, share concerns/highlights and give/receive feedback.

For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>