

QUARTER ONE FAMILY EVENTS

Event Title	Date & Time	Location
Meet and Greet Annual Title I Meeting	August 25, 2021 5-6pm.	Sandalwood Hard Courts
Back to School Night	September 13 th (email link sent from homeroom teacher)	Virtually

Support for Families

The following supports may be available to families during family engagement events:
Childcare and transportation

- ❖ Event offered during flexible times
- ❖ Interpreters (upon request) Interpretes disponibles si se necesitan

SHARED DECISION MAKING AND INFORMATION SHARING

All Title I schools engage families in the shared decision making process. Schools also provide families with information to understand and support student academic achievement standards. All families will be invited to:

- ❖ Work with school staff to develop the *Family Engagement Compact* and provide ongoing feedback for compact revisions.
- ❖ Provide input and feedback on the school's Title I family engagement budget.
- ❖ Share information for school staff professional learning topics on how to effectively communicate and work with families as equal partners.
- ❖ Participate on the School Progress Team to plan, review and improve the School Progress Plan (SPP).
- ❖ Offer comments and/or express concerns about the School Progress Plan.
- ❖ Attend the Annual Title I Parent/Family Meeting.

School staff will be accessible to parents via conferences, email, or phone between **8:30 a.m.** and **3:45 p.m.**

2021-2022 TITLE I FAMILY ENGAGEMENT COMPACT

Sandalwood Elementary 2021-2022



Principal: *Melissa Lingenfelder*
Assistant Principal: *Valerie Alexander*

900 S Marlyn Ave
Baltimore, MD 21221

443-809-0174

Title I Family Engagement Liaison:
Wanda Willoughby

BCPS Board Policy and Rule 1270

The Board of Education of Baltimore County (Board) recognizes that schools, parents, families and communities must collaborate to support academic achievement, ensuring that every student is prepared for college and career opportunities. Baltimore County Public Schools (BCPS) promotes meaningful partnerships among schools, parents, family caregivers, and the community at large.

SCHOOLWIDE FOCUS

School Progress Plan Strategic Initiatives

Reading

Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task.

Mathematics

Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task.

Climate

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities they create for students.

ACADEMIC GOALS AND KEY ACTIONS

Goals	Action Steps
Reading/Language Arts Grade 3 students will increase proficiency on MCAP ELA from 31.5% to 37.7%. Grade 4 students will increase proficiency on MCAP ELA from 28.8% to 35.9%. Grade 5 students will increase proficiency on MCAP ELA from 20.0% to 30.0%.	- Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task. (High expectations) Teachers will identify and implement appropriate scaffolds for instruction to promote independence and to ensure students receiving special education services can access grade level content. (Accessible)
Mathematics: Grade 3 students will increase proficiency on MCAP Math from 29.5% to 36.3%. Grade 4 students will increase proficiency on MCAP Math from 16.0% to 27.4%. Grade 5 students will increase proficiency on MCAP Math from 16.8% to 27.9%.	Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task. (High expectations) Teachers will identify and implement appropriate scaffolds for instruction to promote independence and to ensure students receiving special education services can access grade level content. (Accessible)

AT HOME

Families will:

- ❖ Read to or encourage your child(ren) to read daily. Use Guided Reading Level stories for reading at home which will be introduced to families at an education workshop.
- ❖ Use math manipulatives or pictorial models to assist your child(ren) complete homework (ex: macaroni, beans, pennies) as well as strategies to build fact fluency.
- ❖ Use conscious discipline strategies learned from education workshop and parent resources.
- ❖ Play reading and math games with your child(ren) from Sandalwood's Lending Library.
- ❖ Review homework assignments, classwork assignments and BCPS One for student grades weekly.
- ❖ Try to attend or send a representative to attend family events.

AT SCHOOL

Students will:

- ❖ Be actively engaged in small group Guided Reading instruction and other small group reading assignments.
- ❖ Be actively engaged in whole group lessons in which the teacher provides explicit instruction using teacher think alouds.
- ❖ Participate in Community and Restorative Circles.
- ❖ Tell a family member something new you learned in school each week.
- ❖ Complete classroom and homework assignments.
- ❖ Ask for help from teachers and family when having trouble with school work or peers.
- ❖ Bring home communications from school

AT SCHOOL

The school will:

- ❖ Treat students, parents and family members with respect.
- ❖ Provide professional learning sessions for school staff on how to develop partnerships and regularly communicate effectively with parents/families about student progress and school programs.
- ❖ Offer family workshops and resources that to reinforce learning at home.
- ❖ Provide high-quality instruction using strategies that have proven to be successful.
- ❖ Provide families with information regarding BCPS and state curriculum and assessments.
- ❖ Build partnerships with outside agencies and businesses to provide additional resources for families.
- ❖ Provide conference availability times to parents/families for conferences as requested.
- ❖ Provide volunteer opportunities.
- ❖ Distribute the *Right to Know* letter to all families.

