|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Quarter I**  **Family Events**   | Event Title | Date & Time | Location | | --- | --- | --- | | Supply Pick Up | **September 1-3** | **Dundalk ES** | | Parent Q & A | **September 3** | **ZOOM**  *Spanish Interpreter present* | | Technology Support | **September 11, 17, 9:00-2:00** | **Dundalk ES**  **and Virtual** | | In Person Registration | **Sept 2, 11, 17, 23, 30**  **Oct 7, 14,** | **Dundalk ES** | | Back to School Night | **September 22** | **Google Meets**  *Spanish Interpreter present* | | Wednesday Support | **Ongoing during Remote Learning**  **9:00-2:00** | **Dundalk ES**  **and Virtual** | | Parent Coffee | **October 7**  **9:30am** | **Virtual**  *Spanish Interpreter present* |   **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 **8:10 a.m**. and **3:25 p.m.,** or by special appointment. | **2020-2021 Title I**  **Family Engagement Compact**  Dundalk Elementary  2020-2021    **Principal: *Michael A. Parker***  **Assistant Principal(s): *Jennifer Pilarski, Heather Swinder***  ***2717 Playfield St, Dundalk, MD 21222***    ***(443) 809-7013***  **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*  *School Progress Plan*  CULTURE/CORE BELIEF  “*We believe all students are capable of achieving high academic outcomes and therefore all teaching and learning must be****rigorous and reflect high expectations****for all students.”*  academic goals and key actions   | Goals | | | --- | --- | | Reading/Language Arts  ELA MCAP  Grade 3- 24.8% proficient  Grade 4- 32.5% proficient  Grade 5- 27.7% proficient | Mathematics  MATH MCAP:  Grade 3- 24% proficient  Grade 4- 27% proficient  Grade 5- 21.8% proficient |  | Key Actions  Literacy  Mathematics  Safe and Supportive Environment | | --- | | 1. Teachers will provide supports needed for all students to become independent and meet grade level standards. 2. Teachers will ensure students receiving special education services can access grade level standards. 3. Teachers will explore their cultural experience to reflect on the learning opportunities that they create for students. | | **At Home**   |  |  |  | | --- | --- | --- | | **Grade** | **Reading** | **Math** | | K-2 | **Practice Letters**  <https://www.starfall.com/h/abcs/> | **Build Number Sense**  <https://gregtangmath.com/numtanga>  <https://gregtangmath.com/tenframemania>  <https://preview.tinyurl.com/InfoOnNumbers> | | **Practice Sounds**  <https://tinyurl.com/sound-practice>  <https://tinyurl.com/phonics-1> | **Addition/Subtraction Strategies**  <https://gregtangmath.com/kakooma>  <https://gregtangmath.com/numskill> | | **Practice Sight Words**  <https://tinyurl.com/sightwordsa> | | 3-5 | **Reading Strategies**  <https://tinyurl.com/Reading-strategies-info>  <https://tinyurl.com/Reading-strategies1>  **Reading Comprehension**  <https://www.roomrecess.com/pages/ReadingGames.html> | **Multiplication/Division Strategies / Problem Solving**  <https://gregtangmath.com/kakooma>  <https://gregtangmath.com/expresso>  <https://tinyurl.com/athomeresource> | | 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**  **The school will:**  \*Utilize the strategies and language from the virtues project with students and family members  \*Develop partnerships and regularly communicate effectively with parents/families about student progress and school programs.  \*Engage and empower families by offering 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, common core, and assessments.  \*Build partnerships with outside agencies and businesses to provide additional resources for families.  \*Provide opportunities for conferences for students/families.  \*Provide volunteer opportunities.  \*Distribute the *Right to Know* letter to all families.  **Students will:**  \*Demonstrate comprehension by thinking within, beyond, and about the text through discussion and written responses  \*Participate in flexible small groups  Solve problems using math manipulates or picture representation  \*Explain how they solve math problems  \*Use writing stems to write about math  \*Demonstrate respectful student to student and student to adult interactions  \*Discuss and exhibit character education traits and values  \*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 |