Family Engagement Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date and Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night</td>
<td>September 14 6:00PM-7:30PM</td>
<td>Shady Spring Elem.</td>
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<tr>
<td>Fall Community School Harvest</td>
<td>October 28 5 - 6 pm</td>
<td>Shady Spring Elem. Communities</td>
</tr>
<tr>
<td>Reading Night</td>
<td>TBD</td>
<td>Virtual</td>
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<tr>
<td>Math Night</td>
<td>TBD</td>
<td>Virtual</td>
</tr>
<tr>
<td>Women’s History Month: Her-story</td>
<td>March</td>
<td>Shady Spring Elem.</td>
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Support for Families

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

- Childcare
- Transportation
- Flexible times
- Interpreters (upon request)- Interpretes disponibles si se necesitan

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.

Shared Decision Making & Information Sharing

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

- Collaborate on the development of the Family Engagement Compact and provide ongoing feedback.
- Provide input and feedback on the school’s Title I family engagement budget.
- Share information for 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 annual Title I parent/family meetings.

School staff will be accessible to parents via conferences, email, or phone between 9:05 a.m. and 4:20 p.m. and by appointment.
**SCHOOL-WIDE FOCUS**

**SCHOOL PROGRESS PLAN KEY ACTIONS**

**Climate:**
- Staff at SSES will explicitly teach and model social-emotional learning skills and strategies and integrate them into academic content.

**ELA and Math:**
- Implement system programs and resources with fidelity while being responsive to learner variability within parameters of the programs and resources.
- Evaluate student learning on a variety of formative assessments to create a plan for targeted, responsive instruction which accelerates, enriches, or extends learning as needed.
- Provide appropriate linguistic supports to ensure access for English Learners.

### Goals

<table>
<thead>
<tr>
<th>Climate: Improve student to student and student to teacher relationships by decreasing referrals and time out of class</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equip every classroom with a calm down corner to promote self-regulation.</td>
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<tr>
<td>Implement daily morning meetings and virtues language.</td>
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</tr>
<tr>
<td>Use “brain breaks”, breathing strategies, and empowering language strategies from Conscious Discipline.</td>
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</tbody>
</table>

### ELA:

- **Improve MCAP scores to:**
  - 3rd, 29.2%
  - 4th, 31.3%
  - 5th, 39.6%

- Collaboratively plan Wonders and Open Court curriculums to enhance effective first instructions and meaningful small groups.
- Utilize data from assessments and miscue analysis to plan meaningful independent work that addresses individual student needs.
- Collaboratively plan Bridges curriculums to enhance effective first instructions and meaningful small groups.
- Utilize data from assessments and miscue analysis to plan meaningful independent work that addresses individual student needs.
- Infuse special educators and related support staff into daily, mainstream instruction.
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### Mathematics:

- **Improve MCAP scores to:**
  - 3rd, 27.6%
  - 4th, 25.4%
  - 5th, 32%

- Collaboratively plan Wonders and Open Court curriculums to enhance effective first instructions and meaningful small groups.
- Utilize data from assessments and miscue analysis to plan meaningful independent work that addresses individual student needs.
- Collaboratively plan Bridges curriculums to enhance effective first instructions and meaningful small groups.
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### AT HOME

**Families will:**
- Use foundational skills and comprehension strategies learned from educational workshops to support your child.
- Use mathematical foundational skills learned from educational workshops to support your child.
- Discuss with your child how to resolve conflicts with peers and/or adults in positive ways.
- Review homework assignments, class work assignments, and Schoology for students grades weekly.
- Try to attend or send a representative to attend family events.

### 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.
- Offer family workshops and resources that reinforce learning at home.
- Provide high-quality instruction using researched based strategies.
- 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 on specified days and as requested.
- Provide volunteer opportunities.
- Distribute the Right to Know letter to all families.

Shady Spring Elementary School, est. 1977