



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 grade level standards 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 RBES Title I website at <https://rbes.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.

Running Brook 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, RBES will focus on the following areas:

<p>Mathematics: The HCPSS Mathematics Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none">1. Staff will engage in job-embedded professional learning on making mathematics visible through a focus on access and making connections between and among representations, and	<p>English Language Arts: The HCPSS Language Arts Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none">1. Staff will engage in team and embedded Professional Learning on explicit instructional practices and resources for grade level foundational skills.
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<p>eliciting from students the key ideas within each lesson, through grade level planning.</p> <p>2. Implementation of professional learning on strengths-based teaching and learning connected to building a positive mathematics identity among students, and integrating funds of knowledge.</p>	<p>2. Implementation of Professional Learning on formative assessments analysis to guide instruction.</p> <p>3. Team professional learning will be provided on how to give student feedback.</p>
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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).

1. Provide monthly professional learning for the entire staff. Staff will engage in monthly professional learning focused on culturally responsive teaching, anti-racism in the classroom, and teaching with poverty in mind.
2. Staff will engage in quarterly professional learning with a nationally recognized teacher & consultant, focused on teaching practices to meet the needs of diverse learners.

For a snapshot of the RBES School Improvement Plan visit our school’s website.
<https://rbes.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. Students will independently 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, where emphasis is placed on tens and ones, building a foundation for place value understanding. 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 - In language arts, we use a literacy instructional model to meet the needs of students. Standards-based instruction is differentiated through on-going data collection. Through the Being A Reader and Being A Writer programs, a strong emphasis is on foundational skills, read alouds,



Running Brook Elementary School
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 School Family Compact & Calendar of Events 2021-2022
Principal: Anthony Esposito **Assistant Principal:** Gillian Spivey

differentiated small group instruction, discussions of text, daily independent reading, and writing instruction. Students are consistently engaged in peer collaborative conversations, one-on-one reading and writing conferences, and multiple opportunities to further develop independent language arts skills.

- Mathematics – Primary 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 - In language arts, we use a literacy instructional model to meet the needs of students. Standards-based instruction is differentiated through on-going data collection. Through the Making Meaning and Being A Writer programs, a strong emphasis is on comprehension skills, read alouds, differentiated small group instruction, discussions of text, daily independent reading, and writing instruction. Students are consistently engaged in peer collaborative conversations, one-on-one reading and writing conferences, and multiple opportunities to further develop independent language arts skills.
- Mathematics – Intermediate students will focus on developing an understanding of multiplication and division strategies using multi-digit numbers. By the end of third grade, students are expected to know, from memory, their basic multiplication and division facts. They will develop an understanding of fractions (including equivalence and applying the four operations), and an understanding of geometric figures.

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://rbes.hcpss.org/about/title-i-program> and click on Title I Additional Family Engagement Programs.

Program	Time & Date	Details
Title I Annual Meeting & Back to School Night	9/13/21- GT Program & Grades K-2 @ 6:00pm 9/14/21- GT Program & Grades 3-5 @ 6:00pm	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.
Parent-Teacher Conferences	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>