



What is Title I

Title I is a federally funded program designed to support students in reading and/or math. In general, Title I funds provide additional staffing, instructional materials, and family resources. Title I teachers include math specialists, reading specialists, and/or classroom teachers who work with students to support their academic needs through interventions, co-teaching, and/or reducing class size. Family resources are based on family input/needs and may include additional programs, at-home learning materials, and other collaborative initiatives that increase family-school partnership. For more information about HCPSS Title I, visit <https://www.hcpss.org/academics/title-i-program/>.

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 together to develop a family-school partnership 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 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.
- Attend Parent Teacher Conferences, Parent Cafes, and Back to School Night
- Attend Family Engagement Programs and practice the activities at home with your child
- Classroom volunteer opportunities; please contact your child's teacher directly.

Mathematics & English Language Arts

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. The HCPSS Language Arts and Mathematics Curriculum aligns with the Maryland College and Career Ready Standards. For the 2023-2024 school year, RBES will commit to the following:

Mathematics Statement of Commitment: Running Brook staff is committed to analyzing formative and local assessment student data, providing quality first instruction, research-based interventions and number talks with fidelity to assist students with becoming computationally fluent.



English Language Arts Statement of Commitment: As a staff we commit to frequently analyzing formative and local assessment data that informs first instruction, differentiated small groups and interventions in order for students to demonstrate growth and meet or exceed grade level standards.

School Climate

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).

School Climate Statement of Commitment: As a RBES staff we commit to using strategies derived from trauma informed care and Diversity, Equity & Inclusion. We will implement strategies with fidelity, have high expectations for all students, encourage student attendance and promote ownership over their school experience.

For a snapshot of the RBES School Improvement Plan visit our school's website.

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

Grade Level Goals:

Pre-K

- English/ Language Arts: By the end of Pre-Kindergarten, students will show growth in letter and sound identification. All students will work on identifying and writing their first name.
- Mathematics- By the end of Pre-Kindergarten, students will be able to identify numbers 0-10. All students will demonstrate awareness of one-to-one correspondence up to 10.

Kindergarten

- English/ Language Arts – By the end of Kindergarten students will have developed a solid foundation in the skills and processes of literacy. Kindergarten instruction will produce strategic independent readers who value reading as a lifelong pursuit.
- Mathematics- By the end of Kindergarten, students will be able to count up to 100 by ones and tens, write numbers up to 20 and compose and decompose numbers through 5.

Grades 1

- English/Language Arts -By the end of first grade, students will apply grade level reading foundational skills in order to become more independent readers who value reading as a lifelong pursuit.
- Mathematics - By the end of first grade, students will begin to develop addition and subtraction strategies, be able to count through 120 and have a foundational understanding of place value.



Grades 2

- English/ Language Arts - By the end of second grade, students will apply grade level reading foundational skills in order to read with sufficient accuracy and fluency to support comprehension.
- Mathematics - By the end of second grade, students will be able to read, write, represent, compose and decompose numbers up through 1,000. Students will build on addition and subtraction strategies up to 1,000 as well as develop fluency with addition and subtraction facts within 20.

Grade 3

- English/ Language Arts -By the end of third grade, students will demonstrate knowledge of phonics and word recognition in order to demonstrate fluency and comprehension of literature and nonfiction text. In addition, students will write for various audiences addressing a variety of purposes: to inform or explain, to persuade, and to express personal ideas.
- Mathematics - By the end of third grade, students will be able to add and subtract up to 1000, demonstrate understanding of basic multiplication and division facts, be able to use a variety of strategies to solve one and two step problems and students will show understanding of foundational fraction concepts.

Grade 4

- English/ Language Arts - By the end of fourth grade, students will use combined knowledge of all letter-sound correspondences and syllabication to read unfamiliar words with multiple syllables. When reading they will demonstrate fluency and comprehension. Students will write for various audiences addressing a variety of purposes: to inform or explain, to persuade, and to express personal ideas.
- Mathematics - By the end of fourth grade, students will deepen their understanding of place value and rounding. Students will be able to add, subtract, multiply and divide multi-digit numbers using a range of strategies. Students will add and subtract fractions with like denominators, multiply fractions by whole numbers, develop an understanding of decimals and strengthen problems solving skills.

Grade 5

- English/ Language Arts - By the end of fifth grade, students will use combined knowledge of all letter-sounds and syllables to demonstrate fluency and read with sufficient accuracy and fluency to support comprehension. Students will write for various audiences addressing a variety of purposes: to inform or explain, to persuade, and to express personal ideas.
- Mathematics - By the end of fifth grade, students will deepen their understanding of computation (addition, subtraction, multiplication and division) with whole numbers, fractions and decimals. Students will have a foundational understanding of multi-digit place value and geometric measurement.



What Resources Can I Access to Support at Home Learning?

Find grade level specific information and Family and Community Resources for at home learning support:

English Language Arts: <https://www.hcpss.org/academics/english-language-arts/>

Mathematics: <https://www.hcpss.org/academics/mathematics/>

Family Calendar of Events 2023-2024

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	September 12, 2023 5:00-6:00 pm Grades K-2 GT 6:00- 6:45pm 7:00-8:00 pm Grades 3-5	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	November 20-22, 2023 Times Vary	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,



Running Brook Elementary School
5215 W Running Brook Rd, Columbia, MD 21044
Title I Family-School Compact & Plan 2023-2024
Principal: Gillian Spivey **Assistant Principal:** Kelly Grenzer

		parents can ask questions, share concerns/highlights and give/receive feedback.
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For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>