

Running Brook Elementary

5215 W Running Brook Rd, Columbia, MD 21044

Title I Family-School Compact & Plan 2025-2026

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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 funded staff may include math specialists, reading specialists, and/or classroom teachers who work with students to meet their academic needs through interventions, co-teaching, and/or reducing class sizes. Family resources are based on input/needs from families and may include additional programs, at-home learning materials, and other collaborative initiatives that strengthen family-school partnerships. 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 a shared agreement between families, students, and educators that is jointly developed and distributed to all families. It outlines how all stakeholders will work together to build strong family-school partnerships and ensure that students receive the support they need to achieve grade-level goals and succeed academically.

SHARED COMMITMENTS

Students	• Be kind to myself, adults and peers. • Listen when others are talking. • Complete work on time and with my best effort. • Create a safe and successful learning environment for all students and staff.
Families	• Ensure my child arrives at school on time and ready to learn every day. • Talk with my child about school and help them complete daily homework. • Support my child by communicating with the school and actively engaging in school meetings and events.
School Staff	• Maintain ongoing, consistent communication between home and school across grade levels. • Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations. • Improve learning outcomes for all students by delivering high-quality instruction and engaging in ongoing professional learning. • Foster a safe, inclusive environment that motivates students to want to attend school regularly. • Empower parents/caregivers to support learning at home by offering meaningful family engagement opportunities.

HCPSS has identified shared responsibilities for students, families, and educators for a successful instructional program this school year. To view these shared responsibilities, visit the HCPSS website links below.

Instructional Responsibilities (Student Code of Conduct): <https://www.hcpss.org/about-us/student-code-of-conduct/>

ACADEMIC 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.

GRADE 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.

GRADE 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.

ATTENDANCE GRADE SPAN GOALS

Grade K-5: By the end of school year 2025-2026, chronic absenteeism will be reduced from 31.0% to 26.4% overall. To reach this goal we will engage in regular attendance meetings and communicate with families in a timely manner. This will help families be more informed about their own student's attendance and our system's attendance policy.

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/>

HOW CAN I PLAY AN ACTIVE ROLE IN MY CHILD'S EDUCATION?

- Be present to support my child academically, emotionally and socially
- Attend school events
- Communicate with staff regularly

We welcome your ideas and input into the Title I 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 and Community Engagement contact. Contact information for each staff member can be found on the [Running Brook website](#).

For a snapshot of the RBES School Improvement Plan, visit the [Running Brook website](#) or contact your child's teacher for a paper copy.

For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>.

