

Running Brook Elementary School

5215 West Running Brook Road, Columbia, MD 21044

Title I Family-School Compact & Plan 2024-2025

Principal: Gillian Spivey

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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 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 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 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.

SHARED COMMITMENTS

Students	<ul style="list-style-type: none">• Follow the school wide expectations (3 Rs) - be respectful, be responsible, and be ready.• Be kind to ourselves and others (including being a role model for others).• Listening and paying attention to peers and adults.
Families	<ul style="list-style-type: none">• Ensure my child arrives on time• Support with academics at home (i.e. homework and other activities shared by staff)• Talk with my child about school regularly
School Staff	<ul style="list-style-type: none">• Maintain ongoing communication between home and school that is consistent 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.• Ensure we are working to improve learning outcomes for every student by providing high-quality instruction and participating in ongoing professional learning.• Foster a safe and inclusive environment that encourages students to want to attend school.• Empower parents/caregivers to support at-home learning by providing family engagement opportunities.

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.

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

GRADES K-5: By the end of 2024-2025, chronic absenteeism will be reduced from 28.7% to 24.4% 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 Elementary website](#).

Click here for a snapshot of the [Running Brook School Improvement Plan](#) or contact your child's teacher for a paper copy.

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

