



TALBOTT SPRINGS ELEMENTARY SCHOOL

9550 Basket Ring Rd, Columbia, MD 21045

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 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	• Focus on Learning ◦ Be Attentive: Actively listen in class and at home. ◦ Follow Directions: Read or listen carefully, and ask questions when needed. ◦ Aim for Accuracy: Complete and double-check your work; take responsibility for it. • Build Positive Character ◦ Be Kind and Respectful: Treat yourself and others well (Use the R.I.S.E. framework). ◦ Set a Good Example: Demonstrate mature behavior and be friendly and supportive. ◦ Help Out: Look for ways to assist classmates, teachers, and family. • Take Responsibility ◦ Stay On Task: Maintain focus, avoid distractions, and follow directions even when work is hard. ◦ Be Safe and Quiet: Stay seated, be quiet when appropriate, and practice safety rules everywhere. ◦ Care for Materials: Keep supplies and property neat (e.g., don't break crayons), and bring your folder home daily.
Families	• Support a Positive Learning Attitude ◦ Create Decompression Time: Allow a break right after school (e.g., quiet time or snack) before starting homework or other demanding tasks. ◦ Establish a "Learning Zone": Designate a quiet, distraction-free space specifically for reading and homework. • Ensure Consistency with School ◦ Maintain Open Communication: Regularly check school updates (emails/apps) and schedule check-ins with the teacher when needed. ◦ Mirror School Rules: Review the student's folder and classroom expectations, then reflect those same routines and rules at home. • Build Responsibility and Preparedness ◦ Use Evening Routines: Help the student pack their backpack and lay out materials the night before to ensure readiness. ◦ Praise Effort and Persistence: Focus on acknowledging the student's hard work and problem-solving over final grades to encourage a positive mindset. • Encourage Self-Advocacy ◦ Use Specific Prompts: Skip "How was your day?" and ask questions that encourage detail, such as: "What was the hardest direction you had to follow?" ◦ Practice Asking for Help: Help the student develop scripts to politely and clearly communicate their needs to teachers.
School Staff	• Maintain ongoing communication between home and school that is consistent across grade levels (i.e. grade-level newsletters, Talking Points, advanced notice about testing, standards/skills being covered in class, volunteer opportunities, and reminders).

- Provide opportunities to share and explain 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, engaging, and inclusive environment that elevates student voice and encourages students to want to attend school.
- Empower parents/caregivers to support at-home learning by providing family engagement opportunities that target specific academic skills and social/emotional learning.

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 prekindergarten, students will recognize all letters of the alphabet, demonstrate knowledge of letter sounds, and be able to identify and write their own first name. Students will use drawing, dictating, and emergent writing to express ideas and tell simple stories (pictures with labels or single words).

MATHEMATICS: By the end of prekindergarten, students will identify and write numbers through 10 and count to 20.

KINDERGARTEN

ENGLISH LANGUAGE ARTS: By the end of kindergarten, students will read a variety of texts, identifying details and main events, and respond to the text verbally and in all forms of writing. Students will also identify letters and sounds and identify and read some common words. Students will compose opinion, informative, and narrative pieces using drawing, dictating, and writing with support using a minimum of three sentences.

MATHEMATICS: By the end of kindergarten, students will count to 100, identify, write, build, and compare numbers through 20, add and subtract through 5, and recognize numbers that make 10 (ex. 8 & 2).

GRADE 1

ENGLISH LANGUAGE ARTS: By the end of 1st grade, students will demonstrate comprehension by asking and answering questions about key details in the text. By the end of 1st grade, students will use known words and word parts to help in reading and spelling new words. Students will compose opinion, informative, and narrative pieces that include some details and a sense of closure by writing a paragraph.

MATHEMATICS: By the end of 1st grade, students will count, show an understanding of place value, solve two-digit addition and subtraction, basic facts (± 0 , ± 1 , ± 2 , making ten, doubles, and adding/subtracting 10) and word problems.

GRADE 2

ENGLISH LANGUAGE ARTS: By the end of 2nd grade, students will demonstrate comprehension by asking and answering questions about key details in literature and informational text orally and in writing. Students will apply phonics skills to decode unfamiliar words while maintaining accuracy and fluency. Students will compose opinion, informative, and narrative pieces with a clear topic, supporting details, and a sense of closure by writing a minimum of one paragraph.

MATHEMATICS: By the end of 2nd grade, students will show an understanding of place value, solve two-digit and three-digit addition and subtraction, use known facts (strategies: using ten, using doubles) and solve word problems.

GRADE 3

ENGLISH LANGUAGE ARTS: By the end of 3rd grade, students will sound out words accurately and fluently to support their comprehension of grade-level texts by asking and answering questions. Students will compose opinion, informative, and narrative pieces with organized paragraphs, linking words, and relevant details by writing multiple well-developed paragraphs.

MATHEMATICS: By the end of 3rd grade, students will have computational fluency in three-digit addition and subtraction and have strategies to solve multiplication and division facts from 0-10. Students will develop the foundations of fractions and solve multi-step word problems using all operations.

GRADE 4

ENGLISH LANGUAGE ARTS: By the end of 4th grade, students will read with accuracy and fluency to support comprehension. Students will also use knowledge of phonics skills and word recognition to read unfamiliar words with multiple syllables. Students will compose opinion, informative, and narrative pieces with clear structure, supporting evidence, descriptive details, and varied transitions by writing multiple well-developed paragraphs.

MATHEMATICS: By the end of 4th grade, students will have fluency in multi-digit addition, subtraction, multiplication, and division. Students will also develop an understanding and application of fraction and decimal concepts.

GT MATHEMATICS: By the end of 4th grade GT Math, students will have fluency with multi-digit multiplication and division, and fractions as division. They will add and subtract fractions with unlike denominators, multiply and divide fractions, and add, subtract, multiply, and divide decimals.

GRADE 5

ENGLISH LANGUAGE ARTS: By the end of 5th grade, students will demonstrate comprehension by quoting accurately from a text when explaining their thoughts and when drawing inferences in both reading literature and informational text. Students will demonstrate fluency in their reading. Students will compose opinion, informative, and narrative pieces that are well-organized, supported with facts and details, and use precise language and transitions by writing multiple well-developed paragraphs.

MATHEMATICS: By the end of 5th grade, students will have fluency with multi-digit addition, subtraction, and multiplication, and develop fluency with multi-digit division, and fractions as division. They will add and subtract fractions with unlike denominators, multiply and divide fractions, and add, subtract, multiply, and divide decimals.

ABOVE GRADE LEVEL MATHEMATICS: By the end of the school year, 5th grade above grade level students will apply and extend previous understandings of arithmetic to algebraic expressions, multiplication, and division to divide fractions by fractions, and numbers to the system of rational numbers. They will use ratio reasoning to solve problems, solve one-variable equations and inequalities, and represent and analyze quantitative relationships between dependent and independent variables.

GT MATHEMATICS: By the end of 5th grade GT Math, students will develop an understanding of and become fluent with operations with rational numbers and write, interpret, and use expressions and equations.

ATTENDANCE GRADE SPAN GOALS

GRADES (K-GRADE 5):

For the 2025–2026 school year, we commit to creating a positive school culture that prioritizes healthy relationships and fosters a sense of belonging so that students are more likely to attend and engage in school.

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?

- Attending school events like Back to School Night, family engagement nights, and PTA meetings, as well as volunteering for activities such as chaperoning field trips and reading to classes.
- Participating in Family Learning Programs and activities like American Education Week also helps parents reinforce learning strategies at home.
- Engaging in or facilitating after-school opportunities like Girls on the Run, Bridges, and various learning clubs.
- Maintaining open communication with teachers through parent-teacher conferences, emails, and frequent check-ins helps parents stay informed, support their child's progress, and collaborate on ways to enhance learning at home.
- Providing feedback by being a part of school groups/meetings where decisions are being made

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 TSES Title I website at <https://tses.hcpss.org/about/title-i-program>.

For a snapshot of the TSES School Improvement Plan visit, <https://tses.hcpss.org/about/school-improvement-plan> or reference the paper copy.

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