



TALBOTT SPRINGS ELEMENTARY SCHOOL

9550 Basket Ring Rd, Columbia, MD 21045

Title I Family-School Compact & Plan 2024-2025

Principal: Leslie Harmon

Assistant Principal: Derek Lewis



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

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Students	<ul style="list-style-type: none"> ● Focus on learning by paying attention, following directions, and completing classwork with accuracy. ● Be kind to themselves and others, demonstrate good behavior, and help when needed. ● Stay on task, avoid distractions, and contribute positively both at school and at home.
Families	<ul style="list-style-type: none"> ● Create a supportive home environment that fosters readiness and a positive attitude towards learning. ● Maintain open communication with the school to understand and address the student's strengths, weaknesses, and needs. ● Encourage and support students to be prepared to learn, stay positive, and be responsible for their own educational progress. ● Help students communicate their needs and actively seek support to achieve academic success.
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 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 show growth in letter and sound identification. All students will work on identifying and writing their first name.

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

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). identify and read some common words.

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.

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. Students will also demonstrate the ability to sound out words while reading at a good pace.

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.

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.

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.

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):

By the end of 2024-2025 school year, teachers will utilize the attendance protocol for communicating with families about attendance.

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?

- Attend 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.
- Participate in Family Learning Programs and activities like American Education Week also helps parents reinforce learning strategies at home.
- Maintain 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.
- Provide 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 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>.