



What is Title I?

Title I is a federally funded program designed to support students who need extra assistance in reading and/or math. Title I teachers work with students to support their academic needs. Most interventions are provided in the classroom. This approach provides increased opportunity for flexible grouping, acceleration, and collaboration.

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 as a team 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.

Instructional 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 TSES Title I website at <http://tses.hcpss.org/content/title-i-documents>.

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.
- Classroom volunteer opportunities; please contact your child's teacher directly.

Talbott Springs Elementary administrators and school staff have studied our student performance data to decide on the most important areas of improvement for our school. For the 2021-2022 school year, TSES will focus on the following areas:

<p>Mathematics: The HCPSS Mathematics Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none">1. Classroom teachers and intervention staff will engage in data conversations and collaborative professional learning presented by MST and ESOL staff to develop first instruction strategies for general education staff teaching for ELLs and/or developing students' oral and written discourse about contextual and mathematical problems.2. Classroom teachers and intervention staff will regularly assign lesson sets and monitor student performance in DreamBox for proficiency with major content from previous grade levels.3. Classroom teachers and intervention staff will engage in collaborative professional learning about the integration of strategies such as retrieval	<p>English Language Arts: The HCPSS Language Arts Curriculum aligns with the Maryland College and Career Ready Standards.</p> <ol style="list-style-type: none">1. Classroom teachers and intervention staff will engage in professional learning and data conversations with the RST to deepen understanding of literacy standards and impactful instructional strategies that support all students to access knowledge and develop mastery of grade level content.2. Classroom teachers and intervention staff will consistently participate in collaborative planning with the RST to support integration of grade level standards into instructional programming while continuing to build on learned instructional practices of thinking routines and retrieval practices.3. ESOL staff will conduct regular data conversations and collaborative planning with classroom teachers and
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practices into mathematics instruction to help strengthen students' retention of taught skills and concepts.

intervention staff monitoring ACCESS scores and reviewing classroom performance with reading foundational standards.

Belonging: 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).

1. *Voluntary participants will participate in a Book Study: The Little Book of Restorative Justice in Education with the leadership team to norm definitions of restorative culture, restorative justice, equity and equity practices.*
2. *All TSES staff members will participate in colleague-facilitated TSES University: High Expectations Teaching modules to continue conversation and reflection that lift the importance of relationships, mutual concern, dignity, and shared values. Participants will explore how the establishment of a restorative culture can ensure that our students have the tools to thrive socially, emotionally and academically. Participants will also learn how to strategically operationalize these ideals to build positive cultures where students and staff feel valued, welcomed, supported and can fulfill their academic and professional potential.*

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

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

Grade Span Goals:

Pre-K and Kindergarten

Math: counting, place value, addition and subtraction and word problems.

English/Language Arts: a literacy-based instructional program that incorporates the College and Career-Readiness Standards of reading foundational skills, language, comprehension, writing, and speaking and listening.

Grade 1 and Grade 2

Math: counting, place value, addition and subtraction and word problems.

English/Language Arts: a literacy-based instructional program that incorporates the College and Career-Readiness Standards of reading foundational skills, language, comprehension, writing, and speaking and listening.

Grade 3, Grade 4, and Grade 5

Math: working toward mastering fluency with multi-digit addition, subtraction, multiplication and division as well as mastering a deep understanding of fractions.

English/Language Arts: a literacy-based instructional program that incorporates the College and Career-Readiness Standards of reading foundational skills, language, comprehension, writing, and speaking and listening.



Family Calendar of Events 2021-2022

Transportation, childcare, interpreter services, and translated documents will be available upon request as needed.

Program	Time & Date	Details
Title I Annual Meeting & Back to School Night	September 14, 2021 5:00-5:30 pm GT 5:45-6:45 pm Grade 1, 2, & 3 7:00-8:00 pm Grade 4 & 5	Parents are invited to meet their child's teacher(s) and hear about what their child will be doing for in-person learning. 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.
Fall Bookmobile	October 13, 2021 3:45-6:30, October 14, 2021 4:00-6:30	The Bookmobile will travel through the neighborhoods, bringing learning directly to the community. Students can peruse and choose 2 free books, parents are presented with an at-home learning session on retell strategies and students create a make-n-take 5 finger retell to use as a resource for at-home learning. Information distributed so that families have an opportunity to complete their Family File and FARM applications.
Parent-Teacher Conferences	November 22, 2021 November 23, 2021 November 24, 2021 Times will 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, parents can ask questions, share concerns/highlights and give/receive feedback.