

**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.

<b>SHARED COMMITMENTS</b>	
<b>Students</b>	<ul style="list-style-type: none"> <li>● <b>Kindness</b> - I will be kind to my classmates, using words and actions that make others feel good and respected.</li> <li>● <b>Self Control</b> - I will make good choices by thinking before I act and staying calm, even when I feel upset.</li> <li>● <b>Perseverance</b> - I will keep trying my best, even when things are hard, because I know I can learn and grow.</li> <li>● <b>Empathy</b> - I will listen to others and try to understand how they are feeling, so I can be a good person and friend.</li> <li>● <b>Accountability</b> - I will take responsibility for my actions and always try to make it right when I've made a mistake.</li> <li>● <b>Hope</b> - I will believe in myself and keep a positive attitude, knowing that every day is a new chance to do better.</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>● <b>Attendance</b> - Ensure our child attends school regularly and on time, knowing that being present helps them stay on track with their learning.</li> <li>● <b>Communication</b> - Stay in regular communication with teachers and staff to stay informed about our child's progress and needs.</li> <li>● <b>Engagement</b> - Participate in parent-teacher conferences as well as Title I, PTA, and other school events to stay engaged with our child's education. Volunteer to help out.</li> <li>● <b>Homework</b> - Create a positive learning environment at home by encouraging our child to complete homework, read and practice math regularly, and stay organized.</li> <li>● <b>Behavior</b> - Reinforce the school's expectations for behavior, and support our child in showing the 6 success factors (listed above).</li> </ul>
<b>School Staff</b>	<ul style="list-style-type: none"> <li>● <b>Home-School Communication</b> - Maintain ongoing communication between home and school that is consistent across grade levels.</li> <li>● <b>Student Data</b> - Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade-level expectations.</li> <li>● <b>Differentiation &amp; Collaborative Planning</b> - Engage in ongoing professional learning and weekly collaborative planning, to ensure we are working to improve learning outcomes for every student by providing high-quality instruction.</li> <li>● <b>Environment &amp; Connection</b> - Foster a safe and inclusive environment that encourages students to want to attend school.</li> <li>● <b>Staff Attendance</b> - Attend work regularly and on time, understanding that our consistent presence is essential for creating a stable, supportive learning environment for students.</li> <li>● <b>Family Engagement</b> - Empower parents/caregivers to support at-home learning by providing family engagement opportunities. Attend at least one Title I family night, and at least one PTA-sponsored event.</li> </ul>

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-K, students will develop foundational reading skills, story/text comprehension, and vocabulary.

MATHEMATICS: Students will be able to count to 10, and then 20. They will be able to subitize, which means they will recognize small quantities without counting. Students will also develop skills in classification (sorting), and making sets.

### KINDERGARTEN

ENGLISH LANGUAGE ARTS: Students will learn phonemic awareness skills, print concepts, and foundational skills. Students will be able to read a text and answer within and beyond comprehension questions related to the text. Students will write two or more sentences to answer a prompt that includes an ending punctuation mark, spaces between words, stretching out sounds within unknown words, and appropriate usage of uppercase and lowercase letters.

MATHEMATICS: By the end of kindergarten, students will be able to count to 100 by ones and tens and write numbers to 20, building a foundation for place value. They will be able to understand what basic addition and subtraction is, and be able to identify basic 2D and 3D shapes.

### GRADE 1

ENGLISH LANGUAGE ARTS: Students will engage in the *Being A Reader*, *Being A Writer*, and *Heggerty* programs, which provide a strong emphasis on foundational skills (including phonemic awareness), that are taught through shared reading, interactive read-alouds, differentiated small group instruction, word sorts, discussions of text, daily independent reading, and writing instruction in various genres. Students will be able to write a four-sentence paragraph using appropriate grammar and conventions.

MATHEMATICS: By the end of 1st grade, students will be able to decompose numbers in various ways and be able to count up and back through 120. Students will be able to solve various types of addition and subtraction word problems with amounts through 20. Students will be able to add tens and ones through 100.

### GRADE 2

ENGLISH LANGUAGE ARTS: Students will engage in phonemic awareness, reading, and writing through *Heggerty*, *Being a Reader* and *Being a Writer*. Through standards-based instruction, students will engage in multisensory activities to increase their knowledge of foundational literacy skills. Students will be able to read fluently and write independently for up to 15 minutes.

MATHEMATICS: By the end of 2nd grade, students will be able to add and subtract numbers within 1,000 using a variety of computational strategies. Students will be able to read, write, and represent numbers through 1,000 and solve all types of addition and subtraction word problems.

### GRADE 3

ENGLISH LANGUAGE ARTS: Students will work toward independently demonstrating a variety of reading and writing skills throughout the year. These include phonics, making inferences, and questioning/wondering as they read different genres. Students will use text evidence to support their ideas when writing about reading. Students will write creatively for multiple purposes, and develop their writing conventions so that their writing is clear.

MATHEMATICS: By the end of 3rd grade, students will be able to understand the meaning of multiplication and division. They will be able to understand basic fraction concepts. They will be able to solve three-digit addition and subtraction using a variety of computation strategies. They will be able to solve two-step word problems using any operation.

### GRADE 4

ENGLISH LANGUAGE ARTS: Students will be able to comprehend, predict, infer, and grow their love of reading while reading and discussing a variety of genres. Students will increase their reading and writing stamina, and support their ideas about text. They will include interesting and relevant details in their writing, and develop appropriate writing conventions.

MATHEMATICS: In 4<sup>th</sup> grade math we will be piloting the *Illustrative Mathematics* curriculum. This problem-based curriculum makes rigorous elementary school mathematics accessible to all learners. Using this program along with resources from Canvas, students will be working to compute multi-digit numbers using all four operations, gain a deeper understanding of fractional size and equivalence, and extending that knowledge to be able to add, subtract, and multiply fractions. Lastly, students will be introduced to decimals and their relation to fractions along with learning about angles and angle measurement.

### GRADE 5

ENGLISH LANGUAGE ARTS: Students will challenge themselves to read age-appropriate texts of various genres. They will build background knowledge and learn about other people and places through reading. They will not just simply comprehend, but also think critically, make inferences and connections, and engage in discussions about, the texts they read. Students will transfer their ideas into clear writing pieces in which they weave in evidence from the text to support

their claims.

**MATHEMATICS:** By the end of 5th grade, students will be able to use the standard algorithm to multiply multi-digit numbers. They will be able to compute with fractions and decimals using all four operations. Students will be able to apply their understanding of area to learn about volume.

### ATTENDANCE GRADE SPAN GOALS

**PRIMARY GRADES (PREK-GRADE 2):** By the end of 2024-2025 school year, teachers will utilize the attendance protocol for communicating with families about attendance. In addition, members of SST and administration will hold “Family Support Meetings” with the parents/guardians of students that reach a 15% absence rate. We will begin holding family support meetings in October of 2024.

**INTERMEDIATE GRADES (GRADE 3-GRADE 5):** By the end of 2024-2025 school year, teachers will utilize the attendance protocol for communicating with families about attendance. In addition, members of SST and administration will hold “Family Support Meetings” with the parents/guardians of students that reach a 15% absence rate. We will begin holding family support meetings in October of 2024.

### 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 grade-level and other Title I family nights
- Join the SES PTA, and follow their news and events via the Swansfield News (Fridays), and Facebook group (“Swansfield Elementary School PTA”)
- Read and follow up on your child’s teacher’s Friday Canvas/Synergy communication
- Attend parent-teacher conferences in November and February
- Sign up to volunteer - in your child’s classroom, as part of the “Mighty Men” program, and/or to read with a student in the Swansfield Reading Room
- Join the Family Involvement Team, and attend monthly meetings
- Provide feedback on the Family-School Compact/Plan, School Improvement Plan, Climate Survey, and Title I Input Survey

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 Point of Contact (POC) or Family and Community Engagement (FACE) Contact. Contact information for each staff member can be found on the SES Title I website at <https://ses.hcpss.org/about/title-i-program>.

For a snapshot of the SES School Improvement Plan visit, <https://ses.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/dsfs/titlei/index.aspx>.