Jeffers Hill Elementary School

6001 Tamar Drive
Columbia, Md 21045

Title I Family-School Compact & Plan 2026-2027

Principal: Howard Carter **Assistant Principal:** Ashleigh Townsend

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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 staff may include math specialists, reading specialists, and/or classroom teachers who work with students to meet their academic needs through -interventions, co-teaching, and/or reducing class sizes. Family resources are based on input/needs from families and may include additional programs, at-home learning materials, and other collaborative initiatives that strengthen 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 a shared agreement between families, students, and educators that is jointly developed and distributed to all families. It outlines how all stakeholders will work together to build strong family-school partnerships and ensure that students receive the support they need to achieve grade-level goals and succeed academically.

SHARED COMMITMENTS	

Students	• **School-wide PBIS Commitments**
	  ○ Be **Productive**
	  ■ Have materials ready
	  ■ On task and actively participate
	  ■ Move with intention and use time efficiently
	  ○ Be **Accountable**
	  ■ Show honesty
	  ■ Accept consequences
	  ■ Keep an organized learning space
	  ○ Be **Willing to show respect**
	  ■ Respect learning spaces and materials
	  ■ Listen, act, and speak politely
	  ○ Be **Safe**
	  ■ Keep hands, feet, and objects to self
	  ■ Help others
	  ■ Stay within safe areas
	• **Individual Student Responsibilities: (Responsibility - # students who chose it)**
	  ○ Come to school on time - 10
	  ○ Be ready to learn math - 4
	  ○ Listen & follow the directions - 1
	  ○ Try my best - 5
	  ○ Ask for help - 1
	  ○ Help others - 3
	  ○ Work through all of the math 1
	  ○ Check my answers - 1
	  ○ Work with my partner/group/teacher - 2
	  ○ Show perseverance - 1
	  ○ Talk and share politely about math - 1
	  ○ Use tools and models accurately - 1
	  ○ Show my skills - 1

Families	• Attend
	  ○ Make sure my child is present, prepared, and on time for school (by 8:45)
	  ○ Participate in school-wide, PTA, School-Improvement, Family Engagement, Title I, grade level, and classroom events.
	• Communicate
	  ○ Stay in contact with my child's teacher(s) and support specialists.

	○ Talk to my child about academic and social things happening at school ○ Review & respond to school, grade level, classroom, and Title I newsletters, text/calls, and Canvas announcements ○ Give feedback on the Title I Compact, School Improvement, Family Involvement, Budget plan and other topics for staff training.
School Staff	● Maintain ongoing, consistent communication between home and school across grade levels. ● Share curriculum/lesson details, performance data with parents/caregivers about grade-level expectations, intervention, and progress toward targeted goals. (monthly/quarterly) ○ Possibly through newsletters, returned work/notes, homework, phone calls, emails, TalkingPoints messages. ● Foster a safe, inclusive environment that motivates students to want to attend school regularly. ● Empower parents/caregivers to support & explain learning at home by offering meaningful family engagement opportunities and resources. This could be through emails, newsletters, Canvas, talking points, face to face and/or virtual sessions. ○ Provide families with the language, tools, and models to discuss & support school performance. ● Use data-driven behavioral, health, and academic interventions to encourage children and move them forward. ○ Including, but not limited to Illustrative Math, Bridges, formative assessments, quarterly benchmarks, feedback

HCPSS has identified shared responsibilities for students, families, and educators 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
MATHEMATICS: By the end of prekindergarten, students will identify and write numbers through 10 and count to 20.

KINDERGARTEN
MATHEMATICS: By the end of kindergarten, students will count to 100 forwards and backwards, identify, write, build, and compare numbers through 20, recognize numbers that make 10 (ex. 8 & 2), identify/create patterns,and identify/draw 2d shapes

GRADE 1
MATHEMATICS: By the end of 1st grade, students will count to 120 forwards and backwards by ones and tens, show an understanding of place value to 100, solve two-digit addition and subtraction, fluently state basic facts (±0, ±1, ±2, making ten, doubles, and adding/subtracting 10), engage in word problems, identify and locate numbers on a number line, tell time to the quarter hour, identify coins and values.

GRADE 2
MATHEMATICS:By the end of 2nd grade, students will show an understanding of place value, Skip counting forwards and backwards, addition and subtraction within 1,000, known basic facts (strategies: using ten, using doubles), solve word problems, telling time, and elapsed time.

GRADE 3
MATHEMATICS: By the end of 3rd grade, students will have computational fluency in addition and subtraction within 1,000,build place value understanding to 10,000, have strategies to solve multiplication and division facts from 0-10, develop the foundations of fractions and solve multi-step word problems using all operations.

GRADE 4
MATHEMATICS: By the end of 4th grade, students will be able to add and subtract using the standard algorithm or most appropriate strategy, multiply and divide multi-digit numbers using strategies based on place value and properties of operations, develop automaticity in multiplication/division fact, and build a more robust understanding of fraction concepts by adding and subtracting fractions.

GRADE 5

MATHEMATICS: By the end of 5th grade, students will be able to use a standard algorithm to multiply multi-digit numbers, build on their fraction knowledge to add, subtract, multiply, and divide with like and unlike denominators, develop understanding of decimals and decimal computation.

ATTENDANCE GRADE SPAN GOALS

GRADES (PREK-GRADE 5):
We commit to a two-year strategic initiative to implement the family-school partnership framework to improve student attendance and long-term academic success by establishing a Family-Attendance Task Force, staff attendance at the Title I Family School Partnership meetings, making family communication accessible, and assigning case managers to maintain attendance success plans. Building effective Family-School Partnerships to support attendance will help us to reduce chronic absenteeism from 10.3% to 8.7%% overall and from 15.9% to 11.9% for FARMS.

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/

- **Computation strategy fliers**
- IM Family Unit communication - within each unit
    - IM family at home activities - accessed through each teacher's math Canvas page
- Math in Minutes videos - located on each grade level Canvas page under Course Essentials

HOW CAN I PLAY AN ACTIVE ROLE IN MY CHILD'S EDUCATION?

- Attended school-wide family events (conferences, Color Run), Targeted Assistance events (Math Dispositions), and classroom events (celebrations & sharing of student work).
- Talk with your child about academics, attendance and Social Emotional Learning.
- Practice Math, Social Emotional, and Reading skills at home and in the community.
- Stay in contact with your child's teachers.
- Become a classroom volunteer; please contact your child's teacher directly.
- Join and attend the Family Engagement Committee (FEC) 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.
- Be a positive role model for your child.

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 https://jhes.hcpss.org/about/title-i-program.

For a snapshot of the https://jhes.hcpss.org/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.

Howard County Public School System