

Title I Family-School Compact & Plan 2023-2024

Stevens Forest Elementary School

6045 Stevens Forest Rd, Columbia, MD 21045

Principal: Katie Carter

Assistant Principal: Casey Schurman



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 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 partnership. 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.

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 SFES Title I website at <http://sfes.hcpss.org/content/title-i-documents>.

How Can I Get Involved at the School?

- Join and attend the Family/School Partnership Team (FSP) and/or school-based PTA.
- Provide feedback and input on the Family-School Compact, School Improvement Plan, Family Involvement Budget Plan, and topics for school staff training.
- Classroom volunteer opportunities; please contact your child's teacher directly.
- Volunteer as a Mystery Reader.
- Attend Coffee and Conversation meetings to discuss topics with Administrators.

Mathematics & English Language Arts

Stevens Forest 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 2023-2024 school year, SFES will commit to the following

Mathematics Statement of Commitment: (1) We will provide opportunities for students to learn and practice computation strategies to help them become computationally fluent. (2) Staff will commit to fully participating in collaborative planning sessions with instructional support staff (Special education, reading specialists, ESOL, and Title I interventionists) in order to analyze student data, plan for whole group instruction, small group, and intervention.

English Language Arts Statement of Commitment: (1) We will commit to consistently engage students in grade-level ELA standards by deepening our knowledge of standards to meet student needs. (2) Staff will commit to fully participating in collaborative planning sessions with instructional support staff (Special education, reading specialists, ESOL, and Title I interventionists) in order to analyze student data, plan for whole group instruction, small group, and intervention.

School Climate

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

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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).

School Climate Statement of Commitment: Staff will consistently create a positive school culture and climate for students, staff, and families.

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

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

At SFES, students demonstrate ROARing (Respectful, Organized, Always safe & Responsible) behavior daily.

Grade Level Academic Goals:

Pre-K

- Language Arts: By the end of Pre-K, students will show growth in letter and sound identification.
- Math: By the end of Pre-K, students will identify numbers 0-10. Students will also demonstrate one to one correspondence up to 10.

Kindergarten

- Language Arts: By the end of kindergarten, students will be able to apply grade level reading foundational skills. For example, recognize that spoken words are represented in written language by specific sequences of letters, identify all upper- and lowercase letters, and recognize and produce rhyming words.
- Math: By the end of kindergarten, students will be able to demonstrate an understanding of counting and number concepts. For example, counting to 100 starting at any number less than 100, writing numerals to 20 and counting a set of objects up to 20 and representing it with a written numeral.

Grade 1

- Language Arts: By the end of 1st grade, students will be able to apply grade level reading foundational skills. For example, orally producing single-syllable words by blending sounds, including consonant blends.
- Math: By the end of 1st grade, students will be able to demonstrate understanding of number concepts and relationships. For example, counting to 120 starting at any number less than 120, reading and writing numbers up to 120 and representing a number of objects up to 120 with a written number.

Grade 2

- Language Arts: By the end of 2nd grade, students will be able to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Students will also be able to distinguish long and short vowels when reading regularly spelled one syllable words.
- Math: By the end of 2nd grade, students will be able to add two and three-digit numbers, using counting on, partial sums using tools, charts, drawings, and number lines (as appropriate). Students will also be able to subtract two and three-digit numbers using physical tools, number lines and decomposing the subtrahend to add on or count back.

Grade 3

- Language Arts: By the end of 3rd grade, students will be able to ask and answer questions to demonstrate understanding of a fiction or non-fiction text, referring explicitly to the text for evidence.
- Math: By the end of 3rd grade, students will be able to solve multi-digit addition and subtraction problems using a variety of strategies. Students will also be able to fluently add/subtract within 20 and multiply/divide within 100.

Grade 4

- Language Arts: By the end of 4th grade, students will be able to read and comprehend a variety of text including fiction and nonfiction. Students will determine the theme of a story, summarize text, and describe in depth a character, setting or event. Students will refer to details and examples when explaining what a text says explicitly and when drawing inferences from the text.

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- Math: By the end of 4th grade, students will be able to solve multi-digit multiplication and division problems using a variety of strategies. Students will also be able to compare and order fractions using various strategies.

Grade 5

- Language Arts: By the end of 5th grade, students will be able to explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Students will also be able to compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Math: By the end of 5th grade, students will be able to fluently multiply multi-digit whole numbers using the standard algorithm. Students will also be able to add, subtract, multiply, and divide decimals to hundredths. They may use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. They will relate the strategy to a written method and explain the reasoning used.

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/>

Family Calendar of Events 2022-2023

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 12, 2023 6:00-7:30pm Grade 1 & 2 September 13, 2023 5:30pm GT; Band/Strings 6:00-7:30pm Grade 3,4 &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.
Parent-Teacher Conferences	November 20-21, 2023 ELA: Times Vary February 7-8, 2024 Math: Times 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.

**Additional Title I funded family programs will be shared on the SFES website.*