Deep Run Elementary School

6925 Old Waterloo Rd, Elkridge, MD 21075

Title I Family-School Compact & Plan 2026-2027

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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	ACTION STEPS
Students	**Be Engaged** ● Come to school ready to learn. ● Try my best, even when something is hard. ● Set goals and work toward them. **Be Respectful/Kind** ● Listen to my teacher and follow directions. ● Be kind and respectful to others. ● Take care of my school and classroom. **Be Responsible** ● Participate and share ideas. ● Ask for help when I need it. ● Practice my reading, writing, and math.	**Be Engaged** ● Listen during instruction. ● Follow directions the first time. ● Ask questions when confused. ● Keep trying even when work is challenging. **Be Respectful/Kind** ● Use kind words. ● Include others. ● Treat peers, staff, and family with respect. **Be Responsible** ● Follow safety rules. ● Care for materials. ● Stay organized. ● Bring folders home daily. ● Complete assignments neatly, show their thinking, and check their work before turning it in.
Families	**Support with Learning** ● Stay in touch with teachers to support children's learning. ● Follow up with children after school each day (ask questions, support with homework). ● Prioritize the value of education. **Support with Well-Being** ● Support children in managing emotions. ● Discuss the importance of diversity and its relevance in schools.	**Support with Learning** ● Access information about curriculum via Canvas, school folder and other communications to support your child. ● Attend family learning sessions about literacy and math. ● Attend family conferences. ● Collaborate with teachers. ● Help with homework, practice math and reading skills to support learning. **Support with Well-Being** ● Encourage independence. ● Support children in overcoming challenges and improving themselves. ● Encourage and model curiosity and critical thinking. ● Teach and reinforce conflict resolution and encourage proper ways to express frustration or disappointment.

	Support with Attendance ● Maintain expectations for daily attendance in school.	**Support with Attendance** ● Ensure my child is on time every day. ● Help children get enough sleep. ● Limit the amount of screen time.
School Staff	● Maintain ongoing, consistent communication between home and school across grade levels. ● Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations. ● Improve learning outcomes for all students by delivering high-quality instruction and engaging in ongoing professional learning. ● Foster a safe, inclusive environment that motivates students to want to attend school regularly. ● Empower parents/caregivers to support learning at home by offering meaningful family engagement opportunities.	● **Communicate Regularly:** Send bi-weekly updates (newsletter or TalkingPoints) with upcoming standards, assessments, and key classroom events. ● **Share Student Progress:** Provide families with clear data updates (grades, MAP, or checkpoints) and explain what it means for grade-level expectations. ● **Provide Consistent, Quality Instruction:** Participate in ongoing weekly team planning and professional learning focused on high-quality, standards-based instruction. ● **Support a Positive Classroom Climate:** Use routines that promote safety, inclusion, and student voice to increase engagement and attendance. ● **Engage Families in Learning:** Offer targeted family nights or take-home activities that model specific academic or SEL skills.

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

The goals below highlight the primary learning priorities for students at this grade level. At Deep Run, we recognize that every student brings unique strengths and is continually growing as a learner. Our teachers work to meet students where they are, provide the support and opportunities they need, and help each child continue to build skills and make progress toward success.

PRE-K
ENGLISH LANGUAGE ARTS: By the end of Pre-K, students will show growth in their understanding of the purpose of letters. This includes making connections between letter names and the sounds they represent. All students will work on identifying and writing their first names using upper and lowercase letters appropriately.

MATHEMATICS: By the end of Pre-K, students will count verbally to 10 by ones and develop verbal counting to 20 by ones. Students will identify written numbers 0-10. By the end of Pre-K, students will demonstrate awareness of one to one correspondence up to 10. Students will be able to identify some simple shapes.

KINDERGARTEN
ENGLISH LANGUAGE ARTS: By the end of kindergarten, students will interact with literary and informational text with prompting and support. By the end of Kindergarten, students will show growth towards independently reading and comprehending beginning reader texts. Students will independently write, draw, or dictate written responses to what they have read. Independently, students will write, draw, or dictate within a variety of writing genres.

MATHEMATICS: By the end of Kindergarten, students will be able to demonstrate growth towards counting to 100 and writing numbers to 20, while also decomposing numbers within 10 and 11 to 19. Kindergarten students will demonstrate an understanding of adding and subtracting within 10.

GRADE 1
ENGLISH LANGUAGE ARTS: By the end of first grade, students will demonstrate comprehension by asking and answering questions about key details in a text. Students will use knowledge of letters and sounds to help in reading and spelling new words.

MATHEMATICS: By the end of first grade, students will read, write, and count to 120. Students will build place value foundations while decomposing, composing, and comparing two-digit numbers. Students will add and subtract within 20 and solve addition and subtraction problems.

GRADE 2
ENGLISH LANGUAGE ARTS: By the end of second grade, students will build their foundational skills and demonstrate comprehension by asking and answering questions about key details in literature and informational texts. Students will use known words and word parts to help in reading and spelling new words. By the end of second grade, students will demonstrate word solving skills while reading at a good pace.

MATHEMATICS: By the end of second grade, students will fluently add and subtract two-digit numbers using a variety of computation strategies and known basic facts, and begin adding and subtracting three-digit numbers using strategies around their understanding of place value.

GRADE 3
ENGLISH LANGUAGE ARTS: By the end of third grade, students will read with accuracy and fluency to support comprehension. Students will use knowledge of phonics and affixes to read and understand unfamiliar words with multiple syllables.

MATHEMATICS: By the end of third grade, students will begin to build a conceptual understanding of fractions, multiplication, and division with an emphasis on basic fact strategies up to x10. Additionally, students will practice adding and subtracting three-digit numbers within 1,000 using efficient computation strategies.

GRADE 4
ENGLISH LANGUAGE ARTS: By the end of fourth grade, students will demonstrate growth in reading with accuracy and fluency to support comprehension. Students will also use knowledge of phonics skills, word recognition, and prefixes, base words, and suffixes to read and understand the meaning of unfamiliar words with multiple syllables.

MATHEMATICS: By the end of fourth grade, students will demonstrate growth in their understanding of multiplication and division with multi-digit numbers, using a variety of computation strategies and their understanding of place value, while also solving within the context of story problems. Students will continue to work with fractions, exploring equivalence and ordering fractions, and start to apply some basic operations. They will begin to connect fractions to decimals to understand foundational decimal concepts.

GRADE 5
ENGLISH LANGUAGE ARTS: By the end of fifth grade, students will read a variety of texts fluently, understand what they read, use evidence from the text to explain their thinking, and use strategies to understand unfamiliar words.

MATHEMATICS: By the end of fifth grade, students will use place value and learn computation strategies for the four operations to solve problems with whole numbers, fractions, and decimals, while applying their understanding to real-world problems.

ATTENDANCE GRADE SPAN GOALS

By the end of the 2026-2027 school year, chronic absenteeism will be reduced from a rate of 12.2 to 10.4 overall and from a rate of 14.6 to 10.9 for ML students by fostering instructional belonging for all students, while maintaining communication with families about student 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?

- Ensure my child understands and follows school rules.
- Engage in conversation about my child's day.
- Ensure my child is present and on time to school each day.
- Support my child's completion of homework, at-home learning, and daily reading.
- Volunteer in classrooms, at school wide events, and on field trips.
- Check in frequently with my child's teacher(s).
- Attend and participate in parent-teacher conferences and family learning sessions.
- Participate in groups like Family School Partnership and the PTA.
- Advocate for my child's learning.
- Support my child's emotional regulation and help them manage emotions.

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 DRES Title I website at https://dres.hcpss.org/about/title-i-program .

For a snapshot of the DRES School Improvement Plan visit, https://dres.hcpss.org/deep-run-school-improvement-plan-2026-2027-school-year 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

FAMILY CALENDAR OF EVENTS 2026 - 2027

PROGRAM	DATE & TIME	DETAILS
Back to School Nights	9/8/26- Kindergarten, 1st and 2nd grades 9/10/26- PK, 3rd, 4th, and 5th grades Time: 6:00 - 7:30 pm.	Please join us to learn more about our vision for DRES this year, to connect with your child's teacher and other families and connect through Interactive Learning Activities and Resource/Informational Stations.
Family Resource Center Office Hours- Get Connected	9/13/26 10/13/26 Time: 9:30 - 11:00 am	For families needing assistance with HCPSS Connect, TalkingPoints, Canvas, School Based Health Center and to meet CSSC, FACE and Title I staff.
Parent Connect: Title I Annual Meeting Compact & Setting Family Goals	9/24/26 Time: 5:30 - 7:00 pm	Connect with other families and school staff members to learn about our Family-School Compact and offer ideas setting goals for staff, families and students!
3rd-5th Grade Math Night	10/14/26 Time: 5:30 - 7:00 pm	Join us at DRES for an evening of math fun! Our 3rd–5th grade teachers will share information about students' progress in math and specific data from class and assessments. You will also learn about activities to support your child at home.
Kindergarten-2nd Grade Math Night	11/5/26 Time: 5:30 - 7:00 pm	Join us at DRES for an evening of math fun! Our Kindergarten, 1st, and 2nd grade teachers will share information about your child's progress in math. You will also learn about activities to support your child at home.
Family Learning Conferences *Formerly known as Parent Teacher Conference*	11/23/26 11/24/26 11/25/26 Time TBD with child's teacher	Parents/guardians are invited to meet with their child's teacher(s) for ELA to discuss progress data and receive literacy resources to support your child at home. During this time, parents can ask questions, share concerns/highlights and give/receive feedback.
2nd -5th Grade Literacy Night	January/February 2027 Specific date and time to be determined	Join the 2nd, 3rd, 4th, and 5th grade teams to learn about your child's progress in reading. Teachers will share literacy data for your child and you will learn how to support your child with fun activities to take home!
Kindergarten - 1st Grade Literacy Night	2/18/27 Time: 5:30 - 7:00 pm	Join the Kindergarten and 1st grade teams to learn about your child's progress in reading. Teachers will share literacy data for your child and you will learn how to support your child with fun activities to take home!
Middle School Transition Night	May 2027 Specific date and time to be determined	Fifth grade students and their families are invited for an opportunity to become more comfortable with the upcoming transition to middle school.

Jump into Kindergarten	May 2027 Specific date and time to be determined	Incoming kindergarteners and their families are invited to DRES to meet kindergarten teachers and learn how to get ready for kindergarten next school year!
Family School Partnership Meetings	10/6/26 - FSP 5:30-6:30 pm 11/17/26- American Education Week 9:30-10:30 am (in person) 12/1/26 - FSP 5:30-6:30 pm 2/2/27- FSP 5:30-6:30 pm 3/2/27 - FSP 5:30-6:30 pm (in person) 4/6/27 - FSP 5:30-6:30 pm 5/4/27 - FSP 5:30-6:30 pm https://meet.google.com/mvd-pngv-uba By phone, dial +1 413-829-7098 and enter this PIN: 227 177 184#	Join members of the school staff and community in conversations around ways to support our school and students!

Be on the lookout for more events hosted at Deep Run ES this year!
We look forward to a great year with you!