



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 BBES Title I website at <http://bbes.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.

Bollman Bridge 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, BBES will focus on the following areas:

Mathematics: The HCPSS Mathematics Curriculum aligns with the Maryland College and Career Ready Standards.

1. Teachers will consistently incorporate elements from the Mathematics Exemplary Practices document (Domain 1) and professional development of culturally responsive instruction in the planning process, both collaboratively and individually. (As we get closer to the start of the school year, discuss what to do before, during, and after planning.)
2. Coaching model will be utilized by the Mathematics Support Teacher to provide differentiated professional development to teachers including, but not limited to learning walks, peer observations, and model lessons.
3. Analyze student data (both formative and summative) to identify students and develop and/or implement targeted interventions and

English Language Arts: The HCPSS Language Arts Curriculum aligns with the Maryland College and Career Ready Standards.

1. Teachers will consistently incorporate elements from the Literacy Exemplary Elementary Program document (Domain 1) and professional development of culturally responsive instruction in the planning process, both collaboratively and individually.
2. Coaching model will be utilized by the Reading Support Teacher and Reading Specialists to provide differentiated professional development to teachers including, but not limited to, learning-walks, peer observations, and model lessons.
3. Analyze student data (both formative and summative) to identify students and develop and/or implement targeted interventions and opportunities for acceleration, including participation in an after school program.

Bollman Bridge Elementary School
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School Family Compact & Calendar of Events 2021-2022



Principal: Rhonda Inskeep

Assistant Principal: Heather Tracy

Leadership Intern: Justine Sillers

opportunities for acceleration, including participation in an after school program.

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. Through professional learning opportunities and knowledge gained through communication with families, staff will examine their own biases and reflect on how they can change their teaching practices and interactions with students, staff, and families to improve the overall culture of the BBES school and classroom communities. Strategies for making these changes will be explored, practiced, implemented, and evaluated.
2. Staff and students will co-create a welcoming school community where every member is valued by providing multiple opportunities for students to have meaningful conversations where their voices are heard. Students will be empowered to use their voices to provide input about their school and classroom communities as well as decisions that impact these communities. This may include using tools such as classroom meetings, student voice circles, surveys, individual conversations/student conferences, etc.

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

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

Grade Span Goals:

Pre-K

English Language Arts – The prekindergarten ELA program uses a Balanced Literacy approach that engages students in daily shared writing, interactive read aloud, shared writing, and interactive writing experiences. With modeling and support, Pre-K students will work with literature by retelling familiar stories, answering questions, and identifying story elements. By the end of Pre-K, students will be able to identify some letters, and will print their first name. They will use a variety of appropriate writing skills to share an opinion about an experience or book.

Math –The prekindergarten standards are divided into four domains: Counting and Cardinality, Operations & Algebraic Thinking, Measurement & Data, and Geometry. Students explore how objects can be sorted by color, shape, and size and identify sets of objects with more, less, or equal. Students build on their knowledge of number relationships by modeling quantities to five using concrete objects, recognizing numerals to ten, counting to ten using one-to-one correspondence, and identifying the number of items in a set with one to five items.

Grades K, 1 & 2

English Language Arts – In language arts, we use a literacy instructional model to meet the needs of students. Standards-based instruction is differentiated through on-going data collection. Through the *Being A Reader* and *Being A Writer* programs, a strong emphasis is on foundational skills, read alouds, differentiated small group instruction, discussions of text, daily independent reading, and writing instruction. Students are consistently engaged in peer collaborative conversations, one-on-one reading and writing conferences, and multiple opportunities to further develop independent language arts skills.

Math- Students use numbers to represent quantities and to solve problems using addition and subtraction strategies. They will develop place value understanding of numbers, solve different types of story problems and develop fluency strategies to solve basic facts. Grades 1 & 2 students will apply basic fact strategies toward multi-digit addition and subtraction problems.

Grades 3, 4 & 5

English Language Arts - In language arts, we use a literacy instructional model to meet the needs of students.

Standards-based instruction is differentiated through on-going data collection. Through the *Making Meaning* and *Being*

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A *Writer* programs, a strong emphasis is on comprehension skills, read alouds, differentiated small group instruction, discussions of text, daily independent reading, and writing instruction. Students are consistently engaged in peer collaborative conversations, one-on-one reading and writing conferences, and multiple opportunities to further develop independent language arts skills.

Math- Grade 3 students develop foundational skills for multiplication and division, as well as, exploring the understanding of fractions. In grades 4 & 5 these foundational skills are applied toward multi-digit multiplication and division problems of whole numbers, fractions and decimals.

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	<p>September 13, 2021 6:00 pm ESOL 6:30 pm Kindergarten, Grade 1 & 2</p> <p>September 14, 2021 6:00 pm GT 6:30 pm Grade 3, 4 & 5</p>	<p>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.</p>
Parents As Partners	<p>November 17th 2021 6:30 P.M. Meeting Code: BBESPARTNERS</p>	<p>Parents will be invited to plan and discuss topics of interest relating to curriculum and events that happen in school. Parents will have the opportunity to have their voices heard as they give input about programs they would like to see occur at Bollman Bridge throughout the school year.</p>

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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 how their child is progressing in their current grade level. During this time, parents can ask questions, share concerns/highlights and give/receive feedback.
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For more information about Title I law, visit <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>