BOLLMAN BRIDGE ELEMENTARY SCHOOL

8200 Savage-Guilford Rd, Savage, MD 20763

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 respectful, responsible, and prepared for class. • Build positive relationships with friends • Follow home and school rules and routines. • Students will advocate for their learning. • Be attentive to what is happening in class and not be afraid to take risks. • Take initiative and make sure they are prepared with what they need for the school day. • Take time daily to practice skills from school and complete homework.	• Use kind words and actions towards others. • Create steps to get ready for bed including laying out outfit for next school day. • Ask questions to better understand what I am doing in class, so that I can apply what I am learning. • Get backpacks ready the day before school. • Sharpen pencils and organize my desk. • Set a time each day after school to finish homework.
Families	• Establish routines for healthy meals, monitoring screentime, bedtime, and getting prepared for the school day. • Encourage responsibility at home by helping children keep track of their assignments including homework, checking backpacks, and folders. • Encourage learning at home by reading together, asking questions about their day, and making connections to daily activities. • Communicate student and family successes or challenges in order to build a partnership between home and school. • Ask your child questions about their day so they are more motivated to participate. • Volunteer in the school and be actively involved in family programs. • Review school rules with children at home often. • Advocate for your child and community	• Reduce TV time • Layout clothes the night before • Pack lunches together. • Keep track of assignments on Canvas • Set time to practice reading and math; homework • Support students by requiring them to be responsible at home • Create a family calendar • Prepare healthy meals • Have conversations about school at meal times. • Have a visible schedule with routines before and after school • Discuss consequences due to behavior both positive and negative.

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.	• Utilize Talking Points, Canvas, phone calls, and emails to communicate and build a positive home-school connection • Share academic achievements or areas of concern with families in a timely manner • Be actively engaged in schoolwide and county professional learning and well planned each day for all subjects. • Establish relationship with Classroom Coordinators • Regularly update Canvas • Implement PBIS with fidelity • Create classroom rules with students and hold students accountable for following them • Make calls of care and concern after student absences • Look at grade level data and family input to provide meaningful family learning sessions that will have the most impact

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
ENGLISH LANGUAGE ARTS: 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 (scribbles, pictures, letter approximations,and strings of letters that may form words) to share an opinion about an experience or book.

MATHEMATICS: 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.

KINDERGARTEN
ENGLISH LANGUAGE ARTS: By the end of Kindergarten students will know all letters and sounds. Students will use their letter/sound knowledge to read (decode/blend) and write cvc words such as cat, dog, pig, hat.

MATHEMATICS: By the end of Kindergarten, students will develop a deep understanding of counting principles and number sense of numbers within 20. This includes the ability to quickly recognize a number of objects in a small group without counting the objects by ones (subitizing). In addition, they will be able to count to 100 by ones and tens.

GRADE 1
ENGLISH LANGUAGE ARTS: By the end of first grade, students can read (decode) one and two-syllable words with short vowels (cup, bat, basket, kitten). Students can recall key details from fiction and nonfiction texts. Students can write complete sentences using capital letters and punctuation.

MATHEMATICS: Students will demonstrate growth towards understanding place value, addition and subtraction fact fluency, and composing and decomposing two-digit numbers. Students will use numbers and symbols to represent quantities and to solve word problems using addition and subtraction.

GRADE 2
ENGLISH LANGUAGE ARTS: By the end of second grade, students can read (decode) words that have short and long vowel patterns. Students can ask and answer questions about fiction/nonfiction grade-level text. Students can independently write narrative, opinion, and nonfiction, with appropriate grammar and punctuation.

MATHEMATICS: Students will demonstrate growth towards understanding of place value and addition and subtraction computational skills within 1,000. Students will use numbers to represent quantities and to solve word problems using addition and subtraction

GRADE 3
ENGLISH LANGUAGE ARTS: By the end of 3rd grade, students will use their decoding skills to read and understand different text genres accurately. Students will write across genres using correct grammar, capitalization, punctuation, and spelling.

MATHEMATICS: Grade 3 students will demonstrate growth in their development of foundational skills for multiplication and division, as well as, exploring the understanding of fractions.

GRADE 4
ENGLISH LANGUAGE ARTS: By the end of 4th grade, students will read text with sufficient accuracy and fluency to determine the main idea of a text and explain how key details support the idea. Students will write on various topics, including more information, text evidence, and grade-appropriate language conventions.

MATHEMATICS: The 4th grade students will demonstrate growth of multiplication and division basic facts fluency. This growth will support the application to multi-digit multiplication and division concepts.

GRADE 5
ENGLISH LANGUAGE ARTS: By the end of 5th grade, Students will demonstrate reading grade-level text accurately and fluently. Students can summarize key details from the text. Students can write on various topics, highlighting an appropriate sequence of events or responding to a reading.

MATHEMATICS: The 5th grade students will demonstrate growth of fraction understanding and computation (focusing on addition, subtraction, and multiplication) through concepts, skills, and problem solving.

ATTENDANCE GRADE SPAN GOALS

PRIMARY GRADES (PREK-GRADE 5):
- Each student will attend school each day.
- Parents and caregivers are informed about their own student's attendance and HCPSS Attendance policy.
- Staff engage in regular attendance meetings and communicate attendance concerns with families.
- Parents and caregivers will email bbesabsence@hcpss.org to notify the school of an absence.

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?

- Ask how I can help improve my child's learning outcomes and support their learning at home.
- Having consistent communication with the teacher by telephone, Canvas and/or using Talking Points.
- Volunteering at the school and attending family engagement programs.

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 BBES Title I website at https://bbes.hcpss.org/about/title-i-program

For a snapshot of the BBES School Improvement Plan visit, https://bbes.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