

# Bollman Bridge Elementary School

8200 Savage Guilford Rd, Savage, MD 20763

## Title I Family-School Compact & Plan 2024-2025

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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 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 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 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.

### SHARED COMMITMENTS

<b>Students</b>	<ul style="list-style-type: none"><li>• Be respectful, responsible, and prepared for class.</li><li>• Show kindness and consideration for others.</li><li>• Follow home and school rules and routines.</li><li>• Ask questions to better understand what you are doing in class, so that you are able to apply what you are learning.</li><li>• Be attentive to what is happening in class.</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>• Encourage learning at home by helping children keep track of their assignments including homework, checking backpacks and folders.</li><li>• Ensure students are in school and on time each day by enforcing early bedtime and monitoring screen time.</li><li>• Provide feedback and communicate with teachers and staff through email and phone calls in order to build a partnership between home and school.</li><li>• Volunteer in the school and be actively involved in family programs.</li><li>• Review school rules with children at home.</li></ul>
<b>School Staff</b>	<ul style="list-style-type: none"><li>• Maintain ongoing communication between home and school that is consistent across grade levels. When possible, staff will use the parent/caregiver's preferred method of contact.</li><li>• Provide opportunities to share performance data with parents/caregivers so they know how their child(ren) are performing in relation to grade level expectations.</li><li>• Provide activities for parents/caregivers to support learning at home, especially when a child is struggling in a subject.</li><li>• Ensure we are working to improve learning outcomes for every student by providing high-quality instruction and participating in ongoing professional learning.</li><li>• Foster a safe and inclusive environment, free from bullying, that encourages students to want to attend school.</li><li>• Empower parents/caregivers to support at-home learning by providing family engagement opportunities.</li></ul>

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/>

### 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 can read 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 number sense and computation (focusing on addition, subtraction, and multiplication) through concepts, skills, and problem solving.

### 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](mailto: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.

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/school-staff>.

For a snapshot of the BBES School Improvement Plan visit <https://bbes.hcpss.org/about/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>.

