



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.

Instruction 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 BWES Title I website at <http://bwes.hcpss.org/about/title-i-program>

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.

Bryant Woods 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 2022-2023 school year, BWES will focus on the following areas:



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

1. Instructional staff will collaboratively plan lessons based on professional learning that leverage high quality tasks to engage students in productive struggle. Math Coach facilitates planning discussions to anticipate student responses, misconceptions, and effective “teacher moves/questioning” to support productive struggle.
2. Teachers create a collaborative classroom environment with rich tasks designed to address growth mindset and expectations for student learning.

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

1. Instructional staff will engage in professional learning around instruction that supports cognitive learning processes. (ex: Depths of Knowledge)
2. Instructional staff will collaboratively design and implement lessons and formative assessments that ask students to synthesize information from multiple sources and justify responses with evidence.
3. Teachers will create a classroom environment that encourages and supports productive struggle among students through culturally-responsive pedagogy and culturally-proficient instruction.

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 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. School staff will engage in professional learning to increase understanding of SEL, norm expectations for SEL instruction, and apply what is learned in the classroom.
2. School staff will follow clear protocols developed with administration and student services for reinforcing or responding to behaviors using the HCPSS Student Code of Conduct and 1-2-3 Magic. SEL instruction will be guided in classrooms.
3. School staff will engage in professional learning around shared school values and how they align to the social emotional competencies.

For a snapshot of the BWES School Improvement Plan visit our school’s website.

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

2022 - 2023 BWES School Improvement Plan (SIP) Snapshot

Grade Span Goals:

Pre-K & Kindergarten

- English Language Arts – With modeling and support, Pre-K students will work with literature and informational text by retelling familiar stories, answering questions, and identifying story elements. By the end of Pre-K,



students will know and identify some letters, and will print their first name. With modeling and support, they will use a combination of drawing, dictating and developmentally appropriate writing to share opinion about and experience or book. By the end of Kindergarten, students will know and name all letters, and will print many letters. They will read common words and draw, tell, or write about a book.

- Mathematics – By the end of Pre-K, students will learn to count to 10 and recognize that each successive number refers to a quantity that is one larger. They will begin to explore addition and subtraction using various strategies. By the end of Kindergarten, students will learn to count to 100 and write numbers to 20, where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in Kindergarten.

Grades 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.
- Mathematics – In 1st grade, students will extend their counting skills to 120 as well as read and write numbers to 120. In 1st and 2nd grade, students develop an understanding of place value for multi-digit numbers, explore foundational basic fact fluency strategies, as well as apply both of the prior skills to 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 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.
- Mathematics – In 3rd grade students focus on working toward mastering fluency with multi-digit addition and subtraction; as well as, becoming proficient in multiplication and division facts. Third grade students will work on developing an understanding of fractions and efficient strategy application to problem solve effectively. In 4th grade students focus on working toward mastering fluency with multi-digit multiplication and division. Also, in 4th grade students work on building a deep understanding of fraction concepts. Fifth grade students focus on working toward mastering fluency with multi-digit multiplication and division. Fifth grade students also build a deep understanding of fraction concepts.



Family Calendar of Events 2022-2023

*Transportation, childcare, interpreter services, and translated documents will be available upon request as needed.
 For additional Title I funded family events visit <https://bwes.hcpss.org/about/title-i-program> and click on Title I Additional Family Engagement Programs.*

Program	Time & Date	Details
Title I Annual Meeting & Back to School Night	9/8/22 Admin Back to School Night (virtual) @ 5:30 - 7:00 pm 9/13/22 Grades PK - 2 @5:30 pm (in-person); BSAP program @ 6:30 pm 9/14/22 GT program & Grades 3-5 @ 5:30pm (in-person); ; BSAP program @ 6:30 pm	Parents are invited to meet their child’s teacher(s) and hear about what their child will be learning this school year. 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.
Fall Parent-Teacher Conferences	November 21-22, 2022 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.