

Bollman Bridge Elementary School

PROFILE

2016-17

8200 Savage-Guilford Road • Jessup, MD 20794 • 410-880-5920 • bbes.hcps.org/



Bollman Bridge: Utilizing Strengths to Increase Engagement, Rigor, and Student Performance

Our staff is dedicated to providing rigorous instruction for all students. As a school we are committed to...

- Delivering High Quality Rigorous Instruction
- Active Participation in Collaborative Planning
- Creating a Culture of Data Collection and Analysis

In language arts, we use a balanced literacy approach to meet the needs of students. In the primary grades, students are engaged in Daily 5, a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently. Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through guided reading instruction and conferring. In intermediate grades, teachers use the Independent Daily Reading (IDR) framework. IDR provides students independent reading time to choose and read books based on their interests. Teachers work with students to set reading goals so that they are engaged in reading. Our goal is to create lifelong readers ready for the demands of college and careers.

In mathematics, our rigorous instruction emphasizes problem-based learning tasks that promote reasoning and problem solving. We offer opportunities for students to construct meaning and develop conceptual understanding that will ultimately develop number sense and support procedural fluency. Our current teacher learning emphasizes the 5 Practices for Orchestrating Productive Discussions. Our goal is for students to actively engage as mathematicians and to develop positive attitudes about mathematics that they will carry forward into their future.

All teams are utilizing an updated school-wide process for data collection and analysis. Teachers are analyzing each student's individualized data and making instructional decisions based on this information. This is allowing teachers to strategically group and instruct students by using both their strengths and areas of need. Our staff is excited to see the academic gains our students are making thus far this school year.

Rhonda Inskeep, Principal
Leslie Harmon, Assistant Principal

Fast Facts

Facility opened - 1988

Additions/Renovations:
1994 (A), 2008 (C); 2013 (R)(A)

School Capacity: 666
This does not include additional capacity from 2 portable classrooms.

Total Enrollment (PreK-5): 763

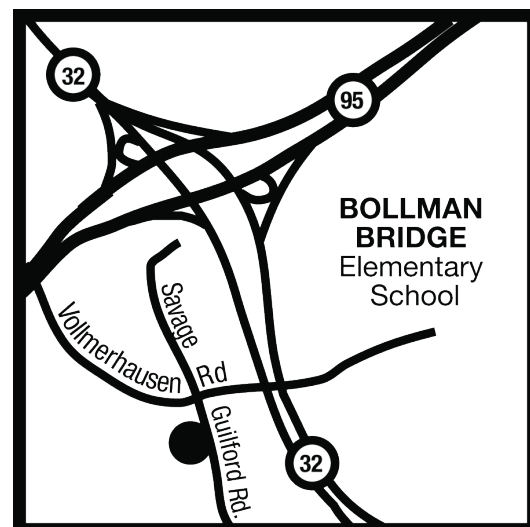
Ethnicity

American Indian/Alaskan	0.1%
Asian	10.9%
Black/African American	35.0%
Hawaiian/Pacific Islander	0.3%
Hispanic/Latino	18.7%
White	27.4%
Two or more races	7.6%

Students Receiving Special Services 2015-16

Free/Reduced Lunch	45.9%
Ltd. English Proficient	10.2%
Special Education	13.2%
Title I	≥95.0%

PTA members: 350

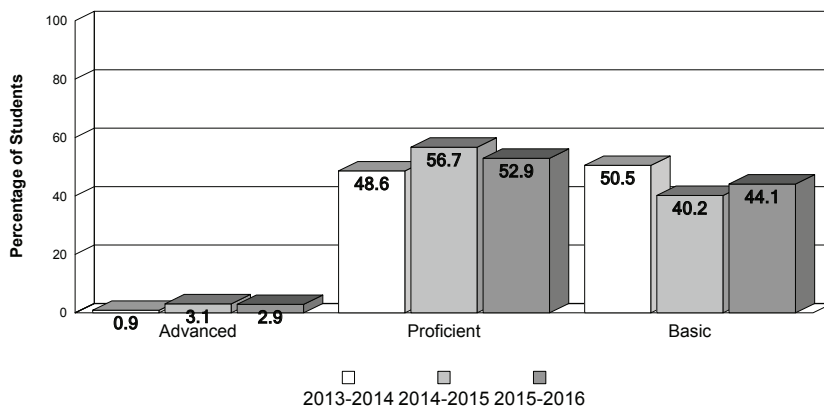


Achievement Data

PARCC Assessment Performance Results

Performance Level	Mathematics		English Lang. Arts	
	2016	2015	2016	2015
Level 5: Exceeded expectations	5.2%	<=5%	<=5	<=5%
Level 4: Met expectations	29.7%	22.2%	29.9%	35.3%
Level 3: Approached expectations	23.5%	27.5%	24.7%	26.8%
Level 2: Partially met expectations	29.4%	31.8%	21.4%	20.3%
Level 1: Did not meet expectations	12.3%	15.6%	24.0%	16.6%

MSA - Science



State accountability information can be accessed at www.mdreportcard.org.

Accomplishments

- One of three elementary schools receiving the "Let's Rethink Lunch" program from The Horizon Foundation.
- Howard County Community Builder Award Winner: Laurel Conran, ELL teacher
- MELFIN Community Outreach Award Winner-Partnership with Coastal Sunbelt Produce
- Healthy Howard Gold Status, 2012–14
- Healthy Howard Platinum Status, 2015
- PBIS (Positive Behavioral Interventions and Supports) Gold Ribbon, 2011–13, 2015
- Nationally Board Certified Teacher – Casey Schurman
- MSDE Teacher of Promise Award – Lindsey Collier
- Ongoing Professional Development: focusing on exemplary reading instruction
- Ongoing Professional Learning: focusing on exemplary math instruction
- Maryland Green School
- LEED Silver School
- STARS Grant: Local Children's Board Grant for After School Enrichment Program, Grades 3–5

Special Programs

- Pre-Kindergarten
- Reading Recovery: one-on-one reading intervention for First Graders
- Math and Reading Tutoring - before and after school programs
- Reading and Math Support Teachers provide ongoing professional development for staff within the school day
- Bilingual Community Liaison
- Professional Development School: Loyola University and UMCP
- PBIS School focusing on reinforcing Positive Behaviors
- Peer Mentoring Reading Program with Patuxent Valley Middle School
- RECC (Regional Early Childhood Center)
- School Based Wellness Center – first in HCPSS