

Freedom Elementary School

School Improvement Plan 2021-2022

School Vision / Mission
<p>Vision Statement: Freedom is a community preparing adult and student learners for the demands of the 21st century. (Revision in progress.)</p> <p>Mission Statement: In order to lay the foundation for students to become college and career ready, Freedom Elementary will provide a rigorous learning environment where every student becomes an innovative thinker and problem solver.</p>

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none"> ➤ Prepare students to exit CCPS college, career, and community ready. ➤ Improve the proficiency level of each student group in ELA and mathematics. <ul style="list-style-type: none"> ○ Grade 3 Reading ○ Middle School Algebra ○ MCAP ELA Proficiency ○ MCAP Math Proficiency ➤ Provide access to a well-rounded, varied, and rigorous curriculum to all students. <ul style="list-style-type: none"> ○ Under-represented Student Groups in High School Courses
<p>Family and Community Partnerships</p> <ul style="list-style-type: none"> ➤ Demonstrate transparency, trust, and respect. <ul style="list-style-type: none"> ○ Meaningful, informative, timely, respectful, two-way, and multimodal communication ➤ Seek out, welcome, and engage parent and community volunteers to enhance achievement. <ul style="list-style-type: none"> ○ Outreach to families ➤ Partner with local government, businesses, and agencies to support learning.
<p>Successful Workforce</p> <ul style="list-style-type: none"> ➤ Recruit and retain highly qualified and diverse employees reflective of our community. <ul style="list-style-type: none"> ○ Recruit and retain ➤ Provide professional and leadership development for effectiveness and cultural competence. <ul style="list-style-type: none"> ○ Equitable opportunities for employee growth ➤ Promote a culture of continuous improvement
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ Establish a welcoming culture of diversity. <ul style="list-style-type: none"> ○ Welcoming, diverse, respectful, and civil culture ➤ Promote respect and civility. ➤ Collaborate internally and externally to support students' health and well-being. ➤ Provide safe and secure schools, facilities, and assets. <ul style="list-style-type: none"> ○ Safe to Learn Act ➤ Maintain modern schools, facilities, and resources that support the educational program. <ul style="list-style-type: none"> ○ Facilities Condition Index (FCI)



School Needs Assessment	
<u>ELA Data</u>	
2020-2021 Areas of Need	Priorities
<p>Due to impact of COVID, not all grade level expected CCPA tasks were assessed and the following are areas of need to help students meet grade level expectations.</p> <p><u>1st Grade</u></p> <ul style="list-style-type: none"> CCPA 2E: Two Syllable Closed- 59% CCPA 2F: R-Controlled 53% <p><u>2nd Grade</u></p> <ul style="list-style-type: none"> CCPA 2I: Two Syllable- 56% CCPA 2J: Multisyllabic- 47% <p><u>3rd Grade</u></p> <ul style="list-style-type: none"> CCPA 2I: Two Syllable- 88% CCPA 2J: 82% 	Phonics
<p>The Reading Inventory relies heavily on student's vocabulary knowledge. The percentage of students meeting grade level expectations on the RI indicates a need in vocabulary.</p> <ul style="list-style-type: none"> Grade 2- 73% Grade 3- 78% 	Vocabulary
<p>Percentage of Students Earning a 2 in All Areas of the CCPS Writing Rubric (Ideas, Organization, Clarity and Mechanics)</p> <ul style="list-style-type: none"> 2nd Grade- 37% 3rd Grade- 49% 4th Grade- 63% 5th Grade- 60% <p>Although the percentage of students earning an average of 2 in all areas of the CCPS Writing Rubric is increasing as students move through the grades, 60% in 5th grade shows a need for continued improvement in 2nd through 5th grade.</p>	Writing
<p>Percentage of Students Earning at Least 80% on the CBA</p> <ul style="list-style-type: none"> 2nd Grade- 75% 3rd Grade- 72% 4th Grade- 80% 5th Grade- 80% 	Comprehension of Literary and Informational Texts

School Needs Assessment	
<u>Math Data</u>	
2020-2021 Areas of Need	Priorities
<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> Number Base Ten- 75% of students demonstrated mastery on EOY Geometry- 79% of students demonstrated mastery on EOY <p><u>1st Grade</u></p> <ul style="list-style-type: none"> Operation and Algebraic Thinking- 78% of students demonstrated mastery on EOY <p><u>2nd Grade</u></p> <ul style="list-style-type: none"> Numbers Base Ten- 66% of students demonstrated mastery on EOY Measurement and Data- 74% of students demonstrated mastery on EOY <p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Measurement and Data- 63% of students demonstrated mastery on EOY <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Fractions- 73% of students demonstrated mastery on EOY <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Numbers Base Ten- 70% of students demonstrated mastery on EOY Measurement and Data- 63% of students demonstrated mastery on EOY 	<ul style="list-style-type: none"> Consistent Vocabulary across grade levels Measurement and Data Visual Models

School Improvement Goals to Target Areas from Needs Assessment	
1. ELA	<ul style="list-style-type: none"> a. 95% of K-1st grade students will make one year's growth in ELA as measured by their spring assessed reading level. b. Improve the percentage of students who are reading on grade-level, as measured by local assessments, by the end of grade 3 (see Table 1a.). c. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) ELA grades 3-5 for each of the following student groups (see Table 1b.).
2. Math	<ul style="list-style-type: none"> a. The combined mean score of both fifth grade Math Benchmarks Assessments will be 90% or higher (see Table 2a for K-5 goals) b. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) ELA grades 3-5 for each of the following student groups (see Table 2b.).
3. Writing	<ul style="list-style-type: none"> a. Improve the percentage of students earning a 2 in all areas measured by the CCPS Writing Rubric on the CBA 2 (see Table 3a.) b. 100% of Kindergarten students will earn at least 35 out of 37 points on the Hearing Sounds in Words Assessment by the end of the year.



School Improvement Goal

- a. 95% of K-1st grade students will make one year's growth in ELA as measured by their spring assessed reading level.
- b. Percentage of students who are reading on grade-level, as measured by local assessments, by the end of grade 3.

Table 1a. Percent Meeting Expectations	FES 2020-2021 Performance	FES 2021-2022 Target	County Target 2022-2023
2nd Grade			
CCPA 2J	47%	86%	86%
CBA 2	75% (only 1 CBA given)	85%	85%
RI	73%	80%	80%
3rd Grade			
CBA 2	72%	76%	80%
RI	78%	88%	80%
4th Grade			
CBA 2	80%	89%	--
RI	97%	95%	--
5th Grade			
CBA 2	80%	85%	--
RI	88%	95%	--

- c. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) ELA grades 3-5 for each of the following student groups.

Table 1b. % of Students Scoring Proficient or Higher on MCAP	FES 2019 Performance	FES 2021-2022 Target	County Target 2022-2023
White	72.3%	75.3%	73.4%
Minority	64.1%	67.1%	61.4%
Non FaRMS	72.3%	75.3%	79.4%
FaRMS	50%	53%	49.4%
Non- Special Ed.	75.6%	78.6%	78.4%
Special Ed.	31.3%	34.3%	25.4%
All Students	71.2%	74.2%	--
Male	60.8%	75%	--
Female	83%	86%	--



Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																							
1.1 Develop comprehension through weekly opportunities for comparing, analyzing and discussing about print and online short texts across all content areas. Explicit instruction in analyzing and interpreting comprehension questions.	Weekly	<ul style="list-style-type: none"> Students will score 80% or higher on common formative assessments and Wonders Weekly Assessments <table border="1"> <thead> <tr> <th>Table 1a. Percent Meeting Expectations</th><th>FES 2020-2021 Performance</th><th>FES 2021-2022 Target</th></tr> </thead> <tbody> <tr> <td colspan="3">2nd Grade</td></tr> <tr> <td>CBA 2</td><td>75% (only 1 CBA given)</td><td>85%</td></tr> <tr> <td>RI</td><td>73%</td><td>80%</td></tr> <tr> <td colspan="3">3rd Grade</td></tr> <tr> <td>CBA 2</td><td>72%</td><td>76%</td></tr> <tr> <td>RI</td><td>78%</td><td>88%</td></tr> <tr> <td colspan="3">4th Grade</td></tr> <tr> <td>CBA 2</td><td>80%</td><td>89%</td></tr> <tr> <td>RI</td><td>97%</td><td>95%</td></tr> <tr> <td colspan="3">5th Grade</td></tr> <tr> <td>CBA 2</td><td>80%</td><td>85%</td></tr> <tr> <td>RI</td><td>88%</td><td>95%</td></tr> </tbody> </table>	Table 1a. Percent Meeting Expectations	FES 2020-2021 Performance	FES 2021-2022 Target	2nd Grade			CBA 2	75% (only 1 CBA given)	85%	RI	73%	80%	3rd Grade			CBA 2	72%	76%	RI	78%	88%	4th Grade			CBA 2	80%	89%	RI	97%	95%	5th Grade			CBA 2	80%	85%	RI	88%	95%
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1.2 Provide opportunities for interaction with text using engagement strategies such as unlock the prompt strategy, highlighting and annotating text, peer and self-assessment using rubrics and utilizing digital tools such as Jam Board, Pear Deck, Ed Puzzle, etc...	Daily																																								
1.2 K-2 grade teachers implement guided reading groups at least 4 days per week based on assessment data.	Daily	<ul style="list-style-type: none"> Mastery of grade appropriate PLA Data including Assessed Reading Level, CCPA and High Frequency Word assessments Teachers will meet with reading groups at least 4 times per week 																																							
1.3 K-3 rd teachers will teach Foundations lessons with fidelity with daily application of decoding and encoding within reading and writing. 4 th grade teachers will use CCPA data to fill in holes in students' phonics knowledge related to two syllable and multisyllabic words.	Daily	<ul style="list-style-type: none"> Foundations Unit Assessments achieve 80% or higher Mastery of grade appropriate CCPA tasks 																																							
1.4 Utilize data to implement appropriate interventions including: <ul style="list-style-type: none"> Utilize AEL tutor and Primary Interventionist to target our struggling 1st and 2nd grade students. Implement Extended Learning Opportunities to target struggling students. Utilize data from intelligent tutoring systems such as Lexia to form flexible groups based on needs. 	Daily	<ul style="list-style-type: none"> Grade level pacing conferences will be held quarterly to monitor student progress towards grade level expectations and intervention goals Decrease the number of students not meeting grade level expectations 																																							



1.5 Develop vocabulary through explicit instruction in vocabulary context clues and through exposure to a variety of topics in fiction and informational text across content areas.	Daily	Table 1a.	FES	FES
		Percent Meeting Expectations	2020-2021 Performance	2021-2022 Target
		2 nd Grade		
		RI	73%	80%
		3 rd Grade		
		RI	78%	88%
		4 th Grade		
		CBA 2	80%	89%
		RI	97%	95%
1.6 Teachers will set and monitor growth goals with individual students with RI, assessed reading level, CBA, MCAP level, and other pertinent skills.	At Least Quarterly	5 th Grade		
		RI	88%	95%
1.6 Teachers will set and monitor growth goals with individual students with RI, assessed reading level, CBA, MCAP level, and other pertinent skills.	At Least Quarterly	<ul style="list-style-type: none"> Teachers will hold student teacher conferences quarterly to develop and monitor student progress towards individual goals. 		
1.7 Teacher professional development related to student engagement, perseverance, stamina and vertical teaming upon returning to full time instruction.	Quarterly	<ul style="list-style-type: none"> Teachers will participate in ongoing professional learning at monthly faculty meetings and incorporate the strategies shared in classrooms. 		
1.8 Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students including: <ul style="list-style-type: none"> Implementation of Second Step Social Emotional curriculum in Kindergarten and 1st grade Implementation of school wide behavior plan Classroom counseling lessons based on needs of grade level students Book club focused on social emotional learning 	Weekly	<ul style="list-style-type: none"> Monitor student referral and goal sheet data twice monthly at SST meetings 		
	Daily			
	Monthly			
	November-March			



School Improvement Goal

- a. 2. The combined mean score of both fifth grade Math Benchmarks Assessments will be 90% or higher.

Table 2a. Average of MYA and EOY	FES 2021 Performance	FES 2022 Target	County Target 2022- 2023
K	90%	97%	--
1 st	91%	97%	--
2 nd	84%	92%	--
3 rd	85%	88%	--
4 th	80%	86%	--
5 th	87%	90%	90%

- b. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) ELA grades 3-5 for each of the following student groups.

Table 2b. Percentage of Students	FES 2019 Performance	FES 2022 Target	County Target 2022- 2023
White	73.4%	76.4%	82.4%
Minority	60%	63%	66.4%
Non FaRMS	76%	79%	87.4%
FaRMS	31%	34%	55.4%
Non- Special Ed.	75.5%	78.5%	86.4%
Special Ed.	20%	23%	34.4%
All Students	71%	74%	80%



Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Using precise mathematical vocabulary consistently across grade levels by focusing on:</p> <ul style="list-style-type: none"> Reinforcing math vocabulary used by students Vertical teaming to ensure consistency among grades and vocabulary use Using visual models to represent math vocabulary Regular use of Number Talks and Math Tasks with reinforcement of math vocabulary incorporating a variety of modalities in small group, NearPod, FlipGrid, etc... 	Daily	<ul style="list-style-type: none"> Formative assessments including prior grade level unit assessment, Number Talks, exit passes, math journal tasks, math task rubrics will be monitored to students demonstrate proficiency by earning at least 80% Summative assessments including unit assessments and county benchmark assessments will be monitored to ensure students earn at least 80% Teachers will hold student teacher conferences quarterly to develop and monitor student progress towards individual goals.
2.2 Teachers will explicitly teach strategies to determine reasonableness of mathematical computations and student-centered problems in order to build number sense and flexibility in thinking.	Weekly	
2.3 Teachers will implement multiple engagement strategies including Brainingcamp, PearDeck, Kahoot, Flocabulary, etc... to promote student learning.	Daily	
2.4 Teachers will integrate measurement and fractions within the framework of each unit and in across content areas.	Weekly	
2.5 Teachers will use prerequisite assessments, formative assessments, intelligent tutoring systems (Dream Box, Happy Numbers, Splash Math, etc.) prior to and during each unit as well as fact fluency to differentiate instruction to meet to student needs.	Weekly	<ul style="list-style-type: none"> Grade level pacing conferences will be held quarterly to monitor student progress towards grade level expectations and intervention goals Decrease the number of students not meeting grade level expectations
2.6 Teachers will engage in professional learning by vertical teaming to backward map concepts incorporating a cohesive approach to K-5 instruction, including Number Talks, fact fluency, vocabulary, and developing visual models (including Special Ed teachers and Instructional Assistants).	Monthly	<ul style="list-style-type: none"> Teachers will participate in ongoing professional learning at monthly faculty meetings and incorporate the strategies shared in classrooms.
<p>2.7 Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students including:</p> <ul style="list-style-type: none"> Implementation of Second Step Social Emotional curriculum in Kindergarten and 1st grade Implementation of school wide behavior plan Classroom counseling lessons based on needs of grade level students Book club focused on social emotional learning 	<p>Weekly</p> <p>Daily</p> <p>Monthly</p> <p>November-March</p>	<ul style="list-style-type: none"> Monitor student referral and goal sheet data twice monthly at SST meetings



School Improvement Goal																				
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a. Increase the percentage of students earning a 2 in all areas measured by the CCPS Writing Rubric on the CBA 2.																				
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3.2 Daily opportunities to develop complete ideas with clarity using correct mechanics and encoding through quick writes across all content areas.		Daily																		
3.3 Utilize CCPS writing rubrics across content areas and explicitly teach students from the rubric.		Daily																		
3.4 Provide opportunities for interaction with text using engagement strategies such as unlock the prompt strategy, highlighting and annotating text, peer and self-assessment using rubrics and utilizing digital tools such as Jam Board, Pear Deck, Ed Puzzle, etc...		Daily																		
3.5 Student writing resources will be used to develop and maintain writing references.		Daily																		
3.6 Writing conferences/feedback will be held with small groups or individuals to review, revise and edit writing.		Weekly																		
3.7 Teacher professional learning including vertical teaming, CCPS Writing Rubrics.		Quarterly																		