

Friendship Valley Elementary School

School Improvement Plan

2023-2024



Carroll County Public Schools
Building the Future

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

Multiple Pathway Opportunities for Student Success

- Prepare students to exit CCPS college, career, and community ready.
- Improve the proficiency level of each student group in ELA and mathematics.
 - 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.
 - Under-represented Student Groups in High School Courses

Family and Community Partnerships

- Demonstrate transparency, trust, and respect.
 - Meaningful, informative, timely, respectful, two-way, and multimodal communication
- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
 - Outreach to families
- Partner with local government, businesses, and agencies to support learning.

Successful Workforce

- Recruit and retain highly qualified and diverse employees reflective of our community.
 - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
 - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

Safe, Secure, Healthy, and Modern Learning Environment

- Establish a welcoming culture of diversity.
 - 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.
 - Safe to Learn Act
- Maintain modern schools, facilities, and resources that support the educational program.
 - Facilities Condition Index (FCI)



**School Needs Assessment
Mathematics
January and May 2023 Assessments**

School Improvement Goals to Target Areas from Needs Assessment

1. During the 2023-2024 school year, all students in grades PreK through 5 will increase their overall proficiency in reading as measured by county-based assessments to meet or exceed the county average.
2. During the 2023-2024 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the Comprehension Benchmark Assessments to meet or exceed the county average.
3. During the 2023-2024 school year, all students in grades Pre-K-5 will increase their the percent of students meeting standard in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.
4. During the 2023-2024 school year, all students with IEPs in grades 3-5 will increase their average score on the Math Benchmark and Informational CBA as measured by the January and May Benchmark Assessments to meet or exceed the county average with all students with IEPs.

On the May 2023 End of Year Math Assessment, Friendship Valley's grade levels scored an average of .7% below the CCPS average score, with grades K, 3 and 5 scoring above the CCPS average score.

**Additional Grade Level Math Data
CCPS Math Assessment**

Grade Level Percentage of Students meeting Standard	FVE Jan 2021 (MYA)	FVE May 2021 (EOY)	FVE May 2022 (EOY)	FVE May 2023 (EOY)	CCPS May 2023 (EOY)	FVE May 2024 Goal
PreK			84	84	88	90
Kindergarten	68	84	85	92	89	90
Grade 1	81	82	85	86	92	92
Grade 2	65	66	71	66	75	80
Grade 3	44	68	81	69	62	75
Grade 4	54	59	69	57	66	75
Grade 5	71	54	59	71	69	70

CCPS Math Assessment Mean Scores	FVE Jan 2021 (MYA)	FVE May 2021 (EOY)	FVE May 2022 (EOY)	FVE May 2023 (EOY)	CCPS May 2023 (EOY)
PreK			93	92	91
Kindergarten	79	86	90	93	91
Grade 1	86	88	85	89	92
Grade 2	78	82	82	80	85
Grade 3	71	83	88	81	79
Grade 4	74	79	80	76	80
Grade 5	82	73	77	85	83



On the May 2023 End of Year ELA Assessments, Friendship Valley's Kindergarten to Second Grade met or exceeded the expectation for reading level and high frequency words. We will continue to focus on phonics instruction in these grade levels to help students have a deeper understanding of syllable types. In grades third through fifth the data reflects a need to continue to focus on comprehension in a variety of texts.



Grade Level	PLA, CCPA, RI, CBA	FVE Students Meeting Proficiency June 2022	FVE Students Meeting Proficiency June 2023	County Students Meeting Proficiency June 2023	FVE Goal June 2024
Pre-K	Uppercase Letter ID	94%	85%	88%	90%
	Lowercase Letter ID	94%	100%	87%	100%
	Concepts About Print (CAP)	100%	95%	92%	97%
	Matching Familiar Consonants	100%	95%	90%	95%
	Initial Consonant the Same	88%	85%	78%	90%
	Rhyme Supply	88%	85%	79%	88%
K	PLA: Letter Sounds	94%	95%	NA	95%
	Primary Language Retelling Assessment	97%	NA	NA	NA
	PLA: Hearing Sounds in Words	72%	79%	75%	85%
	Assessed Reading Level	87%	89%	85%	92%
	High Frequency Words	89%	96%	86%	96%
	CCPA 1- Short Vowel Sounds	97%	96%	NA	96%
	PLA- DAPPA- Blending	-	99%	94%	100%
	PLA- DAPPA- Segmenting	95%	99%	95%	NA
	92%	NA	NA	NA	
	83%	93%	83%		
1	High Frequency Words	46%	54%	70%	75%
	Assessed Reading Level	79%	69%	76%	75%
	Fluency	84%	48%	NA	65%
	CCPA 2A: Close Syllables	95%	96%	NA	100%
	CCPA 2B- Closed Syllables with Digraphs	93%	89%	NA	95%
	CCPA 2C: Closed Syllables with Blends	85%	76%	91%	85%
	CCPA 2D- Vowel Consonant-e	78%	76%	87%	80%
		57%	76%	75%	
2	Assessed Reading Level	74%	56%	71%	75%
	Fluency	75%	68%	81%	75%
	Reading Inventory	64%	78%	69%	70%
	CCPS 2G-Vowel Digraphs	91%	83%	NA	85%
	CCPA 2H-Vowel Diphthongs	80%	68%	79%	75%
	Comprehension Benchmark Assessment – Opinion		56% (80%)	65% (80%)	
Comprehension Benchmark Assessment – Literary		46% (80%)	64% (80%)		
3	Assessed Reading Level	91%	86%	87%	88%
	Comprehension Benchmark Assessment – Opinion	44% (80%)	47% (80%)	52% (80%)	50%
	Comprehension Benchmark Assessment – Literary	42% (80%)	41% (80%)	51% (80%)	55%
	Reading Inventory	73%	62%	68%	75%
	CCPA 2I- Two Syllables	87%	78%	NA	80%
	CCPA 2J-Multisyllabic	88%	78%	NA	80%
4	Comprehension Benchmark Assessment – Opinion	43% (80%)	36% (80%)	47% (80%)	50%
	Comprehension Benchmark Assessment – Literary	56% (80%)	60% (80%)	60% (80%)	65%
	Reading Inventory	71%	66%	73%	75%
5	Comprehension Benchmark Assessment – Opinion	61% (80%)	54% (80%)	54% (80%)	65%
	Comprehension Benchmark Assessment – Literary	68% (80%)	50% (80%)	54% (80%)	65%
	Reading Inventory	75%	66%	76%	80%

	CBA Writing	FVE Average Lit Fall 2022	FVE Average Info Fall 2022	FVE Fall Goal 2023	FVE Average Opinion Spring 2023	FVE Average Lit Spring 2023	FVE Spring Goal 2023
3	Comprehension Benchmark Assessment Writing	65.4%	61.5%	68%	74%	70%	75%
4	Comprehension Benchmark Assessment Writing	64%	64.6%	68%	72.2%	78.1%	80%
5	Comprehension Benchmark Assessment Writing	67.5%	72.5%	75%	75.2%	74.5%	75%

CBA data was analyzed and goals were created for Students with IEPs.

Grade Level	Number of students with IEPs	FVE CBA Opinion Average	FVE CBA Literary Average	FVE CBA Opinion Average for students with IEPs	FVE CBA Literary Average for students with IEPs	May 2023 Goal for Average on CBA Opinion for students with IEPs	May 2023 Goal for Average on CBA Literary for students with IEPs
3	7	71%	72%	39%	44%	50%	55%
4	12	70%	74%	51%	36%	60%	45%
5	11	80%	81%	43%	39%	55%	50%
		FVE Average Fall 2022 Literary	FVE Average Winter 2022 Informational	FVE Average Spring 2023 Opinion	FVE Average Spring 2023 Literary		
3	Writing Average	68%	56%	80%	70%		
4	Writing Average	77%	73%	82%	81%		
5	Writing Average	67%	75%	73%	82%		



School Improvement Goal

During the 2023-2034 school year, all students in grades PreK through 5 will increase their overall proficiency in reading as measured by county-based assessments to meet or exceed the county average.

Calhoun County Public Schools
Building the Future

Strategic Actions	Time Line	Measures of Success/Desired Performance Level			
<p>1.1a Bi-Weekly collaboration between general, special education, and resource teachers to ensure appropriate first pass instruction for all students in Pre-K.</p> <p>1.1b Teachers will provide daily, explicit FUNdations and Heggerty instruction with fidelity on letter identification and letter sounds.</p> <p>1.c Teacher will administer and analyze FUNdations and PLA assessments to determine need for second chance learning and/or intervention.</p> <p>1.2a Weekly collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in Kindergarten.</p> <p>1.2b Teachers will provide daily, explicit FUNdations and Heggerty instruction with fidelity on letter identification and letter sounds.</p> <p>1.2c Teacher will administer and analyze FUNdations and CCPA/PLA assessments to determine need for second chance learning and/or intervention.</p> <p>1.2d Teachers will incorporate strategies such as orthographic mapping from the Science of Reading to teach high frequency word acquisition and retention. If students are not at grade level expectations, a research-based intervention will be implemented by the teacher and/or resource staff.</p>	Bi-Weekly	Pre-K			
	Daily	PLA Skill	FVE June 2023	CCPS June 2023	FVE Goal June 2024
	Weekly	Uppercase Letter ID	85%	88%	90%
		Initial Consonants the Same	85%	79%	90%
			<ul style="list-style-type: none"> Monthly Data Progress Monitoring Bi-weekly Walk Throughs & Feedback PLA Data Collaborative planning sessions and bi-weekly data meetings, walk throughs/observations, student work samples. 		
	Weekly	Kindergarten			
	Daily	PLA Skill	FVE May 2022	CCPS May 2022	FVE Goal May 2023
	Weekly	Hearing Sounds in Words	79%	75%	85%
	Monthly	High Frequency Words	96%	86%	96%
	Weekly	Letter Sounds	95%	NA	95%
Weekly	Blending	99%	95%	100%	
	CCPA 2A- Closed Syllables	93%	83%	95%	
		<ul style="list-style-type: none"> Weekly data meetings Bi-weekly walkthroughs & feedback Monthly professional learning on the Science of Reading PLA & FUNdations data Collaborative planning sessions and bi-weekly data meetings, walk throughs/observations, student work samples. 			

<p>1.2e Teachers will explicitly teach hearing sounds in words through strategies such as sound boxes.</p> <p>1.2f Teacher will assess explicitly taught letter-sounds relationships</p> <p>1.2g Teachers will supply parents with resources and practice for high frequency word practice at home. Teachers and resource staff will invite families to an engagement night to better explain orthographic mapping, and the reorganization of high frequency word instruction.</p> <p>1.2h Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.</p> <p>1.2i Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaboratively kid talk monthly for cultural, behavioral, academic, and emotional needs.</p>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p> <p>On-going</p> <p>Monthly</p>	<p>Teachers will evaluate data breakdown for various sub-groups. Staff will engage in professional learning and walkthroughs will occur to provide ongoing feedback.</p> <p>Teachers will evaluate progress reports, intervention data, and post test scores.</p>																				
<p>First Grade</p>																						
<p>1.3a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in First Grade.</p> <p>1.3b Teachers will incorporate strategies such as orthographic mapping from the Science of Reading to teach high frequency word acquisition and retention. If students are not at grade level expectations, a research-based intervention will be implemented by the teacher and resource staff.</p>	<p>Weekly</p> <p>Monthly</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">PLA Skill</th> <th style="text-align: center;">FVE May 2022</th> <th style="text-align: center;">CCPS May 2022</th> <th style="text-align: center;">FVE Goal 2023</th> </tr> </thead> <tbody> <tr> <td>Assessed Reading Level</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>High Frequency Words</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Closed Syllables with Blends</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Two Closed Syllables</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table>	PLA Skill	FVE May 2022	CCPS May 2022	FVE Goal 2023	Assessed Reading Level	69%	76%	75%	High Frequency Words	54%	70%	75%	Closed Syllables with Blends	76%	91%	85%	Two Closed Syllables	57%	76%	75%
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<p>1.3c Teachers will provide daily, explicit FUNdations and Heggerty instruction with fidelity.</p>	<p>Daily</p> <p>Monthly</p>	<ul style="list-style-type: none"> • Weekly data meetings • Bi-weekly walkthroughs & feedback • Monthly professional learning on the Science of Reading • PLA & FUNdations data 																				

1.3d Teachers will administer, record and analyze FUNdations and CCPA assessments to determine instructional needs, second chance learning opportunities, and/or intervention. This information will be shared out at data meetings.

1.3e Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.

1.3f Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaboratively kid talk monthly for cultural, behavioral, academic, and emotional needs.

1.3g Analyze running records to determine interventions and progress monitor reading levels to be discussed at data meetings.

Second Grade

1.4a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in Second Grade.

1.4b Teachers will provide daily, explicit FUNdations instruction with fidelity.

1.4c Teachers will administer, record and analyze FUNdations and CCPA assessments to determine instructional needs, second chance learning opportunities, and/or intervention. This information will be shared out at data meetings and teachers and resource staff will provide the interventions.

1.4d Teachers will administer and analyze Wonders Weekly assessments to collect data on vocabulary acquisition and test taking strategies in to plan instruction.

Third-Fifth Grade

1.5a Collaboration between general and special education teachers to ensure

Daily

- Collaborative planning sessions and bi-weekly data meetings, walk throughs/observations, student work samples.

Teachers will evaluate data breakdown for various sub-groups. Staff will engage in professional learning and walkthroughs will occur to provide ongoing feedback.

Monthly

Teachers will evaluate progress reports, intervention data, and post test scores.

On-going

Second Grade

PLA Skill	FVE May 2023	CCPS May 2023	FVE Goal 2023
Reading Inventory	78%	69%	80%
Vowel Diphthongs	68%	79%	75%
Vowel Digraphs	83%	NA	85%
CBA Opinion	56% (80%)	65% (80%)	70%
CBA Literary	46% (80%)	64% (80%)	70%

Monthly

Monthly

Weekly

- Weekly data meetings
- Bi-weekly walkthroughs & feedback
- Monthly professional learning on the Science of Reading
- PLA & FUNdations data
- Collaborative planning sessions and bi-weekly data meetings, walk throughs/observations, student work samples.

Bi-Weekly

**Third Grade-Fifth Grade
CBA (met 70%)**

	CBA Literary	CBA Opinion	CBA Literary	CBA Opinion
	FVE June 2023	CCPS June 2023	FVE Goal 2024	Goal 2024

Monthly



appropriate first pass instruction for all students in 3rd through 5th grade.

1.5b Third grade teachers will provide daily, explicit FUNdations instruction with fidelity.

1.5c Third grade teachers will use progress monitoring for reading and writing of syllable types, administer and analyze FUNdations and CCPA assessments to determine instructional needs, second chance learning opportunities, and/or intervention. Teachers and resource staff will provide the interventions.

1.5d Third through fifth grade teachers will implement explicit phonics instruction and will implement interventions as appropriate based on CCPA data.

1.5e Teachers will administer and analyze Wonders Weekly (at least bi-weekly) and teacher created assessments to collect data on comprehension strategies and test taking strategies in to plan instruction.

1.5f Fourth and Fifth grade teachers will administer CCPA to determine instructional needs and intervention groups.

1.5g Teachers will provide opportunities for students to read multiple digital and/or printed texts to analyze and synthesize information to answer text dependent questions.

1.5h Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.

1.5i Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaboratively kid talk monthly for cultural, behavioral, academic, and emotional needs.

Bi- Weekly

Weekly

Daily

Bi-weekly

On-Going

Daily

On-Going

Monthly

3rd Grade	54%	58%	70%	70%
4th Grade	73%	60%	75%	70%
5th Grade	66%	64%	70%	70%

Reading Inventory

	RI FVE June 2023	RI FVE Goal June 2024
3rd Grade	62%	75%
4th Grade	66%	75%
5th Grade	66%	75%

- Weekly data meetings
- Bi-weekly walk-throughs & feedback
- CBA data
- RI data
- Weekly Wonders assessments
- Collaborative planning sessions and bi-weekly data meetings, walk throughs/observations, student work samples.

Teachers will evaluate data breakdown for various sub-groups. Staff will engage in professional learning and walkthroughs will occur to provide ongoing feedback.

Teachers will evaluate progress reports, intervention data, and post test scores.



2. During the 2023-2024 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the Comprehension Benchmark Assessments to meet or exceed the county average.

Strategic Actions	Time Line	Measures of Success/Desired Performance Level					
2.1a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in Second Grade through Fifth Grade.	Weekly		CBA Writing % Meeting 70%	CBA Literary FVE June 2023	CBA Opinion CCPS June 2023	CBA Literary FVE Goal 2024	CBA Opinion Goal 2024
2.1b Teachers will explicitly teach the use of writing rubrics to inform students of criteria for assessment and self-assessment.	Monthly	3	CBA Writing	54%	58%	70%	70%
		4	CBA Writing	73%	60%	75%	70%
2.1c Teachers will analyze, grade, and provide specific feedback to students using common, curriculum-based writing rubrics	Bi-weekly	5	CBA Writing	66%	64%	70%	70%
2.1d Teachers will provide opportunities for students to read multiple digital and/or printed texts to analyze and synthesize information to craft a well-written response.	Weekly						
2.1e Teachers will explicitly teach and assess narrative, opinion, informational, and response to text writing according to curriculum timeline expectations.	Monthly						
2.1f ELA teachers will develop common and consistence language for writing instruction for all grade levels. Common resources, such as graphic organizers, will be created to support writing at all levels.	Ongoing						



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School Improvement Goal		
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3. During the 2023-2024 school year, all students in grades Pre-K-5 will increase their average score in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.		
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Strategic Actions	Time Line	Measures of Success / Desired Performance Level (avg)
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3.1a Teachers will plan weekly with the math specialist to plan first pass instruction and also addresses flex time, and formative assessments.

3.1b Provide opportunities for students to make sense of and solve word problems in grades PreK-5 using consistent strategies, vocabulary, and graphic organizers across grade levels.

3.1c Teachers will explicitly teach and assess representation and accurate computation of problem-solving structures in grades Pre-K-5.

3.1d Teachers will explicitly teach basic fact strategies and assess fluency levels for basic facts aligned with the CCPS fact fluency rubrics. Interventions can focus on students who don't have home support and homework assigned will be specific to student need and provide strategies to parents.

3.1e Teachers will focus on standards for mathematical practice during lesson planning and ensure it is used during closure

3.1f Teachers will utilize number talks, number routines, and Building Fact Fluency to explicitly teach fact fluency and computation.

3.1g Review data to determine short term reteach groups and which interventions and resources would be best for the teacher to address the deficits during flex time.

Weekly

Daily, October PD to norm language and strategies

Daily

Twice a week

Weekly

Weekly for planning/Daily for instruction

2-3 times a week

Weekly

CCPS Math Assessment Mean Scores	FVE May 2021 (EOY)	FVE May 2022 (EOY)	FVE May 2023 (EOY)	CCPS May 2023 (EOY)	FVE May 2024 Goal
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Grade 4	59	69	57	66	75
Grade 5	54	59	71	69	70

Teachers will have cross-grade level planning to provide consistent problem solving structures

Give strategies to parents during back to school night in each class. Learning night. Videos



<p>3.1h Teachers will have professional development on and explicitly plan higher level questions and tasks that promotes a productive struggle.</p>	<p>Weekly planning, questions daily</p>	
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School Improvement Goal

4. During the 2023-2024 school year, all students with IEPs in grades 3-5 will increase their average score on the Math Benchmark and Informational CBA as measured by the January and May Benchmark Assessments to meet or exceed the county average with all students with IEPs.



Strategic Actions	Time Line	Measures of Success / Desired Performance Level (avg)																																							
<p>4.1a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students.</p> <p>4.1b Provide opportunities for professional learning on differentiation strategies</p> <p>4.1c Teachers will explicitly teach and expect productive struggles from all students as to presume competence</p> <p>4.1d Special educators collaborate with general educators to create specific student goals backwards mapping from the baseline to make more than a year's growth</p> <p>4.1e Amend IEPs for more push-in services when appropriate</p> <p>4.1f Invite SPED Content Specialists to plan with staff quarterly</p> <p>4.1g Prioritize planning to have students to be in the classroom for first pass instruction</p> <p>4.1fh Utilize communication passports and share unique strategies for identified students with complex needs</p> <p>4.1i Use consistent strategies, organizers and language across grade levels</p>	Weekly	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">CCPS Math Assessment Mean Scores</th> <th style="width: 16.6%;">FVE May 2023 (EOY)</th> <th style="width: 16.6%;">FVE May 2023 (EOY) with IEPS</th> <th style="width: 16.6%;">CCPS May 2023 (EOY)</th> <th style="width: 16.6%;">CCPS May 2023 (EOY) with IEPS</th> <th style="width: 16.6%;">FVE May 2024 Goal</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>81</td> <td>61</td> <td>79</td> <td>62</td> <td>75</td> </tr> <tr> <td>Grade 4</td> <td>76</td> <td>47</td> <td>80</td> <td>62</td> <td>70</td> </tr> <tr> <td>Grade 5</td> <td>85</td> <td>69</td> <td>83</td> <td>66</td> <td>70</td> </tr> </tbody> </table>					CCPS Math Assessment Mean Scores	FVE May 2023 (EOY)	FVE May 2023 (EOY) with IEPS	CCPS May 2023 (EOY)	CCPS May 2023 (EOY) with IEPS	FVE May 2024 Goal	Grade 3	81	61	79	62	75	Grade 4	76	47	80	62	70	Grade 5	85	69	83	66	70											
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