

Freedom Elementary School

School Improvement Plan 2024-2025

School Vision / Mission
<p>Vision Statement: Empowering lifelong learners, critical thinkers and problem solvers that create a better world.</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>
<p>Core Beliefs: We believe</p> <ul style="list-style-type: none"> • Every student can learn with informed, targeted instruction. • In providing a welcoming school and learning environment through positive relationships, inclusivity and respect. • In supporting all students with consistent routines and developing an understanding of the positive and negative impact of their actions. • In a partnership with parents and the community that has open communication, provides support resources & strategies, family involvement in school activities and shared responsibility for education and student success.

Carroll County Public Schools Vision 2024-2029
<p>Improve Academic Achievement</p> <ul style="list-style-type: none"> ➤ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future. ➤ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
<p>Strengthen Productive Family & Community Partnerships</p> <ul style="list-style-type: none"> ➤ Communication between CCPS and the community demonstrates transparency, trust, and respect. ➤ CCPS partners with local government, businesses, and agencies to support student learning. ➤ CCPS will increase transparency in the public procurement process.
<p>Develop and Support a Successful Workforce</p> <ul style="list-style-type: none"> ➤ CCPS recruits qualified candidates for all teacher positions. ➤ CCPS supports staff to build the Blueprint for Maryland's Future career ladder. ➤ CCPS recruits and retains diverse employees reflective of our student community. ➤ CCPS maintains class sizes that support learning.
<p>Provide a Secure, Healthy, & Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ CCPS promotes a culture of school security to protect and educate our students. ➤ CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment
2023-2024 ELA Data Analysis
2023-2024 Math Data Analysis



School Improvement Goals to Target Areas from Needs Assessment

1. ELA
 - a. 80% of K-3 students will meet EOY expectations on the Acadience Reading.
 - b. Increase percentage of students who are reading on grade-level, as measured by local assessments. (See Table 1a)
 - c. Improve the percentage of students scoring proficient or distinguished on English Language Arts Maryland Comprehensive Assessment Program (MCAP) grades 3-5 for each of the following student groups (see Table 1b.).
2. Math
 - a. 90% of K-1 students will meet or exceed (85%) expectations on the EOY Math Assessment.
 - b. 90% of 2nd grade students will meet or exceed (80%) expectations on the EOY Math Assessment.
 - c. 80% of 3rd-5th grade students will meet or exceed (80%) expectations on the EOY Math Assessment.
 - d. 90% of K-2 students will meet or exceed grade level fluency expectations (Reasoning) by the end of the school year.
 - e. 80% of 3rd grade students will meet or exceed grade level fact fluency expectations (Reasoning) by the end of the school year.
 - f. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) Math grades 3-5 for each of the following student groups (see Table 2b.).
3. Writing
 - a. Increase the percentage of 2nd -5th grade students earning at least 80% on the CCPS Writing Rubric as measured by the written portions 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

1. Reading
 - a. 80% of K-3 students will meet EOY expectations on the Acadience Reading.
 - 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 2023-2024 Target	FES 2023-2024 Performance	FES 2024-2025 Target
2nd Grade			
CCPA 2I	86%	72%	80%
CBA 2	85%	68%	80%
MAP	80%	76%	80%
3rd Grade			
CBA 2	80%	55%	80%
MAP	88%	73%	80%
CCPA 2J	90%	85%	90%
4th Grade			
CBA 2	80%	63%	80%
MAP	95%	86%	90%
5th Grade			
CBA 2	85%	58%	80%
MAP	90%	83%	85%

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

Table 1b. % of Students Scoring Proficient or Higher on ELA MCAP	3 rd Grade		4 th Grade		5 th Grade	
	2024 Perf.	2025 Target	2024 Perf.	2025 Target	2024 Perf.	2025 Target
All Students	68%	80%	83%	90%	68%	80%
FaRMs	39%	60%	66%	83%	58%	75%
English Learners	29%	49%	*	65%	*	80%
Special Education	11%	56%	24%	54%	17%	43%



Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Develop comprehension and background knowledge through weekly opportunities for comparing, analyzing, and discussing print and online texts across all content areas.	Weekly	<ul style="list-style-type: none"> Students will score 80% or higher on common formative assessments and Wonders Assessments
1.2 Explicit, targeted instruction in analyzing and interpreting comprehension questions, including using text evidence to support answers.	Daily	
1.3 K-5 teachers will implement small, targeted flexible groups based on a variety of data such as Wonders assessments, CCPA, CBA, MAP, Foundations assessments, Acadience, PLA assessments and writing rubrics, etc... Include collaboration to help plan small groups structures for different reading levels.	At least 4 days per week	<ul style="list-style-type: none"> Mastery of grade appropriate PLA Data including Acadience, CCPA and High Frequency Word assessments At least 80% proficiency on CBA in grades 2-5 2nd-5th grade students meet grade-level expectations as measured by MAP Teachers will meet with targeted, data based small groups at least 4 times per week
1.4 <ul style="list-style-type: none"> K-3 teachers will teach Foundations lessons with fidelity including daily application of decoding and encoding within reading and writing. K-1 teachers will teach Heggerty lessons with fidelity. 	Daily	<ul style="list-style-type: none"> Foundations Unit Assessments achieve 80% or higher Mastery of grade appropriate CCPA tasks Acadience assessment data
1.5 Develop a plan to allow teachers to implement interventions during the instructional block. Possible considerations include: <ul style="list-style-type: none"> Timing Availability of resources Communication with resource and special ed Data monitoring 	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 Grade level monthly WIG meetings for data reflection and instructional next steps Decrease the number of students not meeting grade level expectations
1.6 Develop vocabulary through explicit instruction in vocabulary context clues and through exposure in context to a variety of topics in fiction and informational text across content areas.	Daily	<ul style="list-style-type: none"> Percentage of students meeting MAP growth expectation increases
1.7 Teachers in 4 th and 5 th grade will set and monitor growth goals with individual students and small groups based on MAP, Acadience, CBA, MCAP level, and/or other pertinent skills.	At Least Quarterly	<ul style="list-style-type: none"> Teachers in 4th and 5th grade will hold student conferences quarterly to develop and monitor student progress towards individual and small group goals related to CBA and other assessments.
1.8 Teacher professional development related to vertical teaming, Science of Reading, targeted small group reading instruction, curriculum changes, collaboration with Special Education and Advanced Academic teachers and long-range planning.	Quarterly	<ul style="list-style-type: none"> Teachers will participate in ongoing professional learning at faculty meetings and collaborative planning sessions (monthly and half day) to incorporate the strategies shared in classrooms.
1.9 Develop a schedule for more consistent collaboration opportunities, including: <ul style="list-style-type: none"> Collaborative planning with gen. ed, special ed., and resource Data analysis including WIGs 	Monthly	<ul style="list-style-type: none"> Each grade level team, Special Educators and Resource teachers will meet at least once per month for collaboration from September to May.



<ul style="list-style-type: none">• Plans for intervention and reteaching• Professional Development<ul style="list-style-type: none">○ Science of Reading○ New assessment implementation○ Changes to the curriculum		<ul style="list-style-type: none">• Teacher professional development related to vertical teaming, Science of Reading, targeted small group reading instruction, curriculum changes, collaboration with Special Education and Advanced Academic teachers and long-range planning.
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School Improvement Goal

2. Math
- a. 90% of K-1 students will meet or exceed (85%) expectations on the EOY Math Assessment.
 - b. 90% of 2nd grade students will meet or exceed (80%) expectations on the EOY Math Assessment.
 - c. 80% of 3rd-5th grade students will meet or exceed (80%) expectations on the EOY Math Assessment.
 - d. 90% of K-2 students will meet or exceed grade level fluency expectations (Reasoning) by the end of the school year.
 - e. 80% of 3rd grade students will meet or exceed grade level fact fluency expectations (Reasoning) by the end of the school year.
- f. Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) Math grades 3-5 for each of the following student groups.

Table 2b. % of Students Scoring Proficient or Higher on Math MCAP	3 rd Grade		4 th Grade		5 th Grade	
	2024 Perf.	2025 Target	2024 Perf.	2025 Target	2024 Perf.	2025 Target
All Students	73%	80%	67%	80%	55%	70%
FaRMs	52%	70%	66%	80%	42%	63%
English Learners	71%	80%	*	80%	*	70%
Special Education	39%	64%	12%	53%	17%	51%

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Develop consistency with mathematical strategies, scoring and standards for math practices across grades 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 Advanced Academic teacher, Special Ed teachers and Instructional Assistants).</p> <ul style="list-style-type: none"> • Vertical teaming to ensure consistency among grades and vocabulary use 	Quarterly	<ul style="list-style-type: none"> • Teachers will participate in ongoing professional learning at faculty meetings and collaborative planning sessions to incorporate strategies shared in classrooms. <ul style="list-style-type: none"> ○ Grade K-2 increase proficiency in NBT and OA ○ Grades 3-5 increase proficiency in fractions



<p>2.2 Teachers will implement strategies to promote engagement and inclusion with a focus on underperforming student groups by:</p> <ul style="list-style-type: none"> • Implementing targeted interventions in classrooms • Meeting quarterly for pacing meetings • Meeting monthly for WIG meetings • Regular use of math manipulatives to build conceptual understanding 	<p>Daily</p>	<ul style="list-style-type: none"> • Decrease gaps for underperforming groups as measured by summative assessments
<p>2.3 Teachers will use pre-assessments, formative and summative assessments to differentiate instruction to improve first pass instruction.</p>	<p>Weekly</p>	<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. • Grade level WIG meetings will be held monthly • Decrease the number of students not meeting grade level expectations
<p>2.4 Fact fluency data will be broken down to delineate between students scoring efficient versus reasoning to determine next instructional steps</p>	<p>Monthly</p>	<ul style="list-style-type: none"> • Increase in percentage of students scoring reasoning or better on all fact sets
<p>2.5 Teachers will be offered book study opportunity related to Building Thinking Classrooms in Math K-5</p>	<p>October-February</p>	<ul style="list-style-type: none"> • Increase in student proficiency in modeling and reasoning
<p>2.6 Develop a schedule for more consistent collaboration opportunities, including:</p> <ul style="list-style-type: none"> • Collaborative planning with gen. ed, special ed., and resource • Data analysis including WIGs • Plans for intervention and reteaching • Professional Development <ul style="list-style-type: none"> ○ Improved access and organization ○ Goal setting and planning ○ Progress monitoring and record keeping 	<p>Monthly</p>	<ul style="list-style-type: none"> • Each grade level team, Special Educators and Resource teachers will meet at least once per month for collaboration from September to May.
<p>2.7 Develop a plan to allow teachers to implement interventions during the instructional block. Possible considerations include:</p> <ul style="list-style-type: none"> • Timing • Availability of resources • Communication with resource and special ed • Data monitoring 	<p>Daily</p>	<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 • Grade level monthly WIG meetings for data reflection and instructional next steps • Decrease the number of students not meeting grade level expectations



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<p>3. Writing</p> <p>a. Increase the percentage of 2nd-5th grade students earning at least 80% on the CCPS Writing Rubric as measured by the written portions on the CBA 2.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Table 3a. Percent Earning 2 Avg. on CBA Writing</th> <th>2023-2024 Performance</th> <th>2024-2025 Target</th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td>71%</td> <td>80%</td> </tr> <tr> <td>3rd Grade</td> <td>69%</td> <td>80%</td> </tr> <tr> <td>4th Grade</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>5th Grade</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table> <p>b. 90% of Kindergarten students will meet end of year expectations on the Hearing Sounds in Words assessment.</p>			Table 3a. Percent Earning 2 Avg. on CBA Writing	2023-2024 Performance	2024-2025 Target	2 nd Grade	71%	80%	3 rd Grade	69%	80%	4 th Grade	66%	80%	5 th Grade	89%	95%
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3.2 Daily opportunities to develop complete ideas with clarity using correct mechanics and encoding through quick writes (sentences to paragraphs) across all content areas.	Daily																
3.3 Utilize CCPS writing rubrics across content areas and explicitly teach students to use the rubrics.	Daily																
3.5 Develop consistent writing resources to build on through the grade-levels. Instruction in utilizing resources to improve writing.	Daily																
3.6 Teachers will pre-assess student writing to guide teaching points. Writing conferences, feedback and flexible small groups will be held to teach, review, revise and edit writing.	Weekly																
3.7 Teacher professional learning including vertical teaming and CCPS Writing Rubrics across content areas.	Quarterly																
3.8 Frequent opportunities for students to work collaboratively to unlock the prompt and make a plan for written responses.	Weekly																



School Improvement Goal		
4. Equity		
a. Increase the percentage of 2 nd grade students who receive Special Education services that are meeting grade level expectations as measured by MAP Growth (See Table 4a).		
Table 4a	% of Students Mtg. Reading Expect.	
	2023-2024 2 nd Grade Performance*	2024-2025 2 nd Grade Target**
All Students	76%	80%
Students w/ Special Ed Services	8%	42%
Students Who Receive Free and Reduced Meals	67%	72%
*Assessed Reading Level		
**MAP Growth replacing Assessed Reading Level		
b. Increase the percentage of 3 rd grade students who receive Special Education services that are meeting grade level expectations as measured by Map Growth (See Table 4b).		
Table 4b	% of Students Mtg. Reading Expect.	
	2023-2024 3 rd Grade Performance*	2024-2025 3 rd Grade Target**
All Students	73%	80%
Students w/ Special Ed Services	33%	60%
Students Who Receive Free and Reduced Meals	65%	76%
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
4.1 Use of Foundations and Wilson walk-through forms monitor fidelity to the instructional programs	Weekly	<ul style="list-style-type: none"> Walk-throughs completed at least two times a month
4.2 Use Foundations data and Wilson data to monitor progress and adapt instruction for individual students	Daily	<ul style="list-style-type: none"> At least two times per month during Admin and Special Ed team meetings (1st and 3rd Wednesdays)
4.3 Collaboration between Resource, Special Ed., General Ed. and administration to monitor student progress and adjust services, accommodations and modifications	Bi-Monthly	
4.4 Collaboration between General Education and Special Education staff to plan instruction	Weekly	Collaborative planning when coverage provided during dismissal (3:30-4:00)