

Friendship Valley Elementary School

School Improvement Plan

2025-2026

| 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 Improvement Goals to Target Areas from Needs Assessment |
|--|
| <ol style="list-style-type: none">1. During the 2025-2026 school year, all students in grades PreK through 5 will increase the percent of students meeting standard in reading as measured by county-based assessments to meet or exceed the county average.2. During the 2025-2026 school year, all students in grades 2-5 will increase the percent of students meeting standard in writing as measured by the county-based assessments to meet or exceed the county average.3. During the 2025-2026 school year, all students in grades Pre-K-5 will increase the percent of students meeting standard in mathematics as measured by May Benchmark Assessments to meet or exceed the county average.4. During the 2025-2026 school year, all underrepresented student groups in grades 3-5 will increase will increase the percent of students meeting standard on the May Math Benchmark and Acadience Composite Score to meet or exceed the county average with all underrepresented student groups. |

| Grade Level | PLA, CCPA, RI/MAP, CBA/Benchmark Assessment | FVE June 2023 | FVE June 2024 | FVE June 2025 | CCPS June 2025 | FVE Goal 2026 |
|---------------------|---|---------------|---------------|---------------|----------------|---------------|
| Pre-K | Uppercase Letter ID | 85% | 79% | 89% | 93% | 93% |
| | Lowercase Letter ID | 100% | 79% | 83% | 90% | 90% |
| | Letter Sounds | ---% | 68% | 94% | 86% | 95% |
| | Blending Onset-Rime | ---% | 53% | 83% | 73% | 87% |
| | Initial Consonant the Same | 85% | 84% | 72% | 80% | 80% |
| | Early Concepts About Print | | | 89% | 96% | 95% |
| K | PLA: Letter Sounds | 95% | 90% | 94% | 92% | 95% |
| | PLA: Hearing Sounds in Words | 79% | 64% | 72% | 71% | 80% |
| | High Frequency Words | 96% | 93% | 89% | 88% | 93% |
| | PLA- DAPPA- Blending | 99% | 99% | 96% | 95% | 97% |
| | CCPA 2A – Closed Syllables | 93% | 94% | 87% | 84% | 90% |
| | MAP/Assessed Reading Level | 89% | 90% | NA | NA | |
| | Acadience Composite Score | | | 79% | 76% | 82% |
| 1 | High Frequency Words | 54% | 68% | 64% | 68% | 75% |
| | CCPA 2A: Closed Syllables | 96% | 96% | NA | NA | |
| | CCPA 2B- Closed Syllables with Digraphs | 89% | 96% | 100% | 94% | 100% |
| | CCPA 2C: Closed Syllables with Blends | 76% | 95% | 96% | 87% | 100% |
| | CCPA 2D- Vowel Consonant-e | 76% | 94% | 96% | 82% | 100% |
| | MAP/Assessed Reading Level | 54% | 88% | NA | NA | |
| | Acadience NWF CLS | | | 61% | 56% | 70% |
| | Acadience ORF Words Correct | | | 46% | 59% | 70% |
| | Acadience ORF Accuracy | | | 56% | 65% | 70% |
| | Acadience ORF Retell Words | | | 35% | 69% | 70% |
| Acadience Composite | | | 51% | 62% | 70% | |
| 2 | Reading Inventory/MAP | 78% | 68% | 52% | 49% | 70% |
| | CCPS 2G-Vowel Digraphs | 83% | 90% | 92% | 90% | 93% |
| | CCPA 2H-Vowel Diphthongs | 68% | 69% | 79% | 81% | 85% |
| | CCPA Two Syllables – All Types | | | 56% | 61% | 70% |
| | Comprehension Benchmark Assessment 2 – Opinion | 56% (80%) | 65% | 62% | 64% | 75% |
| | Comprehension Benchmark Assessment 2 – Literary | 46% (80%) | 74% | 65% | 63% | 75% |
| | *CBA - % meeting 80% or higher | | | | | |
| | Acadience ORF Words Correct | | | 59% | 59% | 70% |
| | Acadience Retell Words | | | 64% | 67% | 80% |
| | Acadience Retell Quality | | | 77% | 81% | 85% |
| Acadience Composite | | | 71% | 65% | 80% | |
| 3 | Reading Inventory/MAP | 62% | 78% | 59% | 52% | 70% |
| | CCPA 2I- Two Syllables | 78% | 75% | 74% | 85% | 80% |
| | CCPA 2J-Multisyllabic | 78% | 75% | 78% | 85% | 85% |
| | Comprehension Benchmark Assessment 2 – Opinion | 47% (80%) | 61% | 51% | 52% | 70% |
| | Comprehension Benchmark Assessment 2 – Literary | 41% (80%) | 46% | 38% | 48% | 70% |
| | *CBA - % meeting 80% or higher | | | | | |
| | Acadience MAZE | | | 39% | 55% | 70% |

| | | | | | | |
|---|---|-----------|-----|-----|-----|-----|
| | Acadience ORF Accuracy | | | 66% | 69% | 75% |
| | Acadience ORF Words Correct | | | 53% | 59% | 70% |
| 4 | Reading Inventory/MAP | 66% | 59% | 61% | 52% | 70% |
| | Comprehension Benchmark Assessment 2 – Opinion | 36% (80%) | 30% | 51% | 46% | 70% |
| | Comprehension Benchmark Assessment 2 – Literary | 60% (80%) | 51% | 64% | 64% | 75% |
| | *CBA - % meeting 80% or higher | | | | | |
| | CCPA Two Syllable All Types | | | 80% | 91% | 90% |
| | CCPA Multisyllabic | | | 83% | 92% | 90% |
| 5 | Reading Inventory/MAP | 66% | 68% | 41% | 46% | 70% |
| | Comprehension Benchmark Assessment 2– Opinion | 54% (80%) | 55% | 40% | 43% | 70% |
| | Comprehension Benchmark Assessment 2– Literary | 50% (80%) | 51% | 42% | 55% | 70% |
| | *CBA - % meeting 80% or higher | | | | | |
| | CCPA Two Syllables All Types | | | 90% | 96% | 95% |

On the 2025 End of Year ELA Assessments, Friendship Valley’s Pre-K, Kindergarten, 2nd and 4th grades met their Reading Goals. 1st, 3rd grade, 4th and 5th met or exceeded the expectation for their reading goal (Acadience or CBA Lit). 1st, 3rd, and 5th had deficits in Acadience/MAP. We will continue to focus on phonics instruction in Pre-k, K, and 3-5 to help students have a deeper understanding of syllable types, fluency for primary grades, and will also develop stronger explicit instruction as it pertains to comprehension as well as targeted interventions for 3rd and 5th grade students.

School Improvement Goal-Reading

During the 2025-2026 school year, all students in grades PreK through 5 will increase the percent of students meeting standard in reading as measured by county-based assessments to meet or exceed the county average.

| Strategic Actions | Time Line | Measures of Success/Desired Performance Level | | | |
|--|-----------|---|-----------------|------------------|----------------------|
| Pre-K-1 1.a Bi-Weekly collaboration between general, special education, and resource teachers to ensure appropriate first pass instruction for all students in Pre-K-1 st to include scaffolded work and differentiated instruction <ul style="list-style-type: none"> School-wide common OneNote utilizing the collaborative planning template and MQI lesson model that includes multiple formative assessment per standard. Weekly collaborative planning sessions to include ESOL, SPED, and AA teachers. | Bi-Weekly | Pre-K | | | |
| | | PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal May 2026 |
| | | Uppercase ID | 89% | 93% | 93% |
| | | Lowercase ID | 83% | 90% | 90% |
| | | Initial Consonants the Same | 72% | 80% | 80% |

| <p>1.b Teachers will analyze FUNdations (K-2), PLA (Pre-K-1) and CCPA (K-2) assessments to determine specific research and evidence-based interventions and provide support for a specific skill focus for re-teaching in small group instruction.</p> <p>1.c Teachers will incorporate Science of Reading strategies such as orthographic mapping and sound boxes to teach hearing sounds in words and high frequency words. If students are not at grade level expectations, a research and evidence-based intervention will be implemented by the teacher and/or resource staff.</p> <p>1.d Teachers will utilize Wonders (PreK – 1st) and Benchmark Advance (2nd) vocabulary resources to increase vocabulary acquisition and improve overall comprehension</p> <p>1.e Teachers will supply parents with resources and practice for targeted skills (phonics, HFW, fluency, and reading comprehension) at home for nightly homework (M-Th).</p> <ul style="list-style-type: none"> • Provide strategies to parents during back-to-school night. • A PowerPoint will be sent to staff to incorporate into their presentations and added to the grade level newsletters. <p>1.f Analyze Acadience composite scores and other assessment tools to determine differentiated instruction and research and evidence-based interventions that the teacher and Literacy Specialist will provide and progress monitor reading progress to be discussed at data meetings.</p> <p>1.g. Teachers will provide focused instruction to help build student fluency, including the use of a fluency routine, repeated reading practice (echo, choral, partner), integration of fluency strategies from Foundations Fluency Kit in small</p> | Daily | <p style="text-align: center;">Kindergarten</p> <table border="1"> <thead> <tr> <th>Skill</th> <th>FVE May 2025</th> <th>CCPS May 2025</th> <th>FVE Goal May 2026</th> </tr> </thead> <tbody> <tr> <td>Hearing Sounds in Words</td> <td>72%</td> <td>71%</td> <td>80%</td> </tr> <tr> <td>High Frequency Words</td> <td>89%</td> <td>88%</td> <td>93%</td> </tr> <tr> <td>Letter Sounds</td> <td>94%</td> <td>92%</td> <td>95%</td> </tr> <tr> <td>Blending</td> <td>96%</td> <td>95%</td> <td>97%</td> </tr> <tr> <td>Closed Syllables</td> <td>87%</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Acadience</td> <td>79%</td> <td>76%</td> <td>82%</td> </tr> </tbody> </table> | Skill | FVE May 2025 | CCPS May 2025 | FVE Goal May 2026 | Hearing Sounds in Words | 72% | 71% | 80% | High Frequency Words | 89% | 88% | 93% | Letter Sounds | 94% | 92% | 95% | Blending | 96% | 95% | 97% | Closed Syllables | 87% | 84% | 90% | Acadience | 79% | 76% | 82% | | | | | | | | | | | | |
|---|------------------------------|---|---------------|-------------------|---------------|-------------------|-------------------------|-----|-----|-----|------------------------------|-----|-----|------|----------------|-----|-----|------|-----------|-----|-----|-----|------------------|-----|-----|-----|---------------|-----|-----|-----|----------------|-----|-----|-----|--------------|-----|-----|-----|-----------|-----|-----|-----|
| | Skill | FVE May 2025 | CCPS May 2025 | FVE Goal May 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hearing Sounds in Words | 72% | 71% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | High Frequency Words | 89% | 88% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Letter Sounds | 94% | 92% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Blending | 96% | 95% | 97% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Closed Syllables | 87% | 84% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Acadience | 79% | 76% | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Daily | <p style="text-align: center;">First Grade</p> <table border="1"> <thead> <tr> <th>Skill</th> <th>FVE May 2025</th> <th>CCPS May 2025</th> <th>FVE Goal 2026</th> </tr> </thead> <tbody> <tr> <td>High Frequency Words</td> <td>64%</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>Closed Syllables with Blends</td> <td>96%</td> <td>87%</td> <td>100%</td> </tr> <tr> <td>V-C-E</td> <td>96%</td> <td>82%</td> <td>100%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Acadience</td> </tr> <tr> <td>NWF CLS</td> <td>61%</td> <td>56%</td> <td>70%</td> </tr> <tr> <td>Words Correct</td> <td>46%</td> <td>59%</td> <td>70%</td> </tr> <tr> <td>Accuracy</td> <td>56%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>Retell Words</td> <td>35%</td> <td>69%</td> <td>70%</td> </tr> <tr> <td>Composite</td> <td>51%</td> <td>62%</td> <td>70%</td> </tr> </tbody> </table> | Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 | High Frequency Words | 64% | 68% | 75% | Closed Syllables with Blends | 96% | 87% | 100% | V-C-E | 96% | 82% | 100% | Acadience | | | | NWF CLS | 61% | 56% | 70% | Words Correct | 46% | 59% | 70% | Accuracy | 56% | 65% | 70% | Retell Words | 35% | 69% | 70% | Composite | 51% | 62% | 70% |
| | Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | High Frequency Words | 64% | 68% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Closed Syllables with Blends | 96% | 87% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | V-C-E | 96% | 82% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Acadience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | NWF CLS | 61% | 56% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Words Correct | 46% | 59% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Accuracy | 56% | 65% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Retell Words | 35% | 69% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Composite | 51% | 62% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Weekly | <p style="text-align: center;">Second Grade</p> <table border="1"> <thead> <tr> <th>PLA Skill</th> <th>FVE May 2025</th> <th>CCPS May 2025</th> <th>FVE Goal 2026</th> </tr> </thead> <tbody> <tr> <td>MAP</td> <td>52%</td> <td>49%</td> <td>70%</td> </tr> <tr> <td>Vowel Diphthongs</td> <td>79%</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Vowel Digraphs</td> <td>92%</td> <td>90%</td> <td>93%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Acadience</td> </tr> <tr> <td>Words Correct</td> <td>59%</td> <td>59%</td> <td>70%</td> </tr> <tr> <td>Retell Words</td> <td>64%</td> <td>67%</td> <td>80%</td> </tr> <tr> <td>Retell Quality</td> <td>77%</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Composite</td> <td>71%</td> <td>65%</td> <td>80%</td> </tr> </tbody> </table> | PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 | MAP | 52% | 49% | 70% | Vowel Diphthongs | 79% | 81% | 85% | Vowel Digraphs | 92% | 90% | 93% | Acadience | | | | Words Correct | 59% | 59% | 70% | Retell Words | 64% | 67% | 80% | Retell Quality | 77% | 81% | 85% | Composite | 71% | 65% | 80% | | | | |
| | PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MAP | 52% | 49% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Vowel Diphthongs | 79% | 81% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Vowel Digraphs | 92% | 90% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acadience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Words Correct | 59% | 59% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retell Words | 64% | 67% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retell Quality | 77% | 81% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Composite | 71% | 65% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Daily | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monthly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Daily | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

groups, supporting students toward independent fluency practice using repeated reading routine and including dynamite decodables for 2nd-3rd.

1.h Focus on weekly first pass explicit instruction and assessment of comprehension strategies (i.e. main idea, synthesize, determine theme, POV, summarize, infer, close read, etc.)

1.i Literacy Specialist will provide individual coaching of teachers, including providing immediate feedback from time spent in classrooms, co-teaching, modeling of whole group and specific interventions, and supporting the implementation of the curriculum.

Third-Fifth Grade

1.2a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in 3rd through 5th grade to include differentiated and scaffolded instruction and MQI lesson format.

1.2b Teachers and Literacy Specialist 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 research and evidence based interventions. Teachers and Literacy Specialist will provide the interventions based on CCPA data.

1.2c Teachers will utilize Benchmark Advance vocabulary resources to increase vocabulary acquisition and improve overall comprehension.

1.2d Teachers will administer and analyze Benchmark Assessments and teacher created assessments to collect data on comprehension strategies and test taking strategies in to plan instruction.

1.2e Plan out weekly comprehension strategies to be taught and assessed, including close reading strategies and instruction on specific

On-going

Weekly

Weekly

Bi-Weekly

Weekly

Daily

Bi-weekly

Daily

Additional Evidence:

- 1.b, c, f: 100% of students will meet their goal for interventions, including for various sub-groups.
- 1.d and 1.g: In grades 1-3, 80% of students increase their words read correctly per minute by 20 words, as measured by the Oral Reading Fluency assessment.

- Monthly Data Progress Monitoring
- Bi-weekly Walk Throughs & Feedback
- PLA and Foundations Data
- Collaborative planning sessions and bi-weekly data meetings
- Student work samples.
- Monthly data meetings to progress monitor assessment and intervention data

Third Grade

| PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 |
|---------------|--------------|---------------|---------------|
| MAP | 59% | 52% | 70% |
| 2-Syllables | 74% | 79% | 80% |
| Multisyllabic | 78% | 85% | 85% |
| Acadience | | | |
| MAZE | 39% | 55% | 70% |
| Accuracy | 66% | 69% | 75% |
| Words Correct | 53% | 59% | 70% |

Fourth Grade

| PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 |
|---------------|--------------|---------------|---------------|
| MAP | 61% | 52% | 70% |
| 2-Syllables | 80% | 91% | 90% |
| Multisyllabic | 83% | 92% | 90% |

Fifth Grade

| PLA Skill | FVE May 2025 | CCPS May 2025 | FVE Goal 2026 |
|------------------------|--------------|---------------|---------------|
| MAP | 41% | 46% | 70% |
| 2-Syllables- All types | 90% | 96% | 95% |

1.2.a

- 80% of students proficient on MAP, and Foundations (3rd)

1.2b

- 100% of Intervention SMART goals met
- 90-95% mastery on CCPA assessments

On the May 2025 Spring CBA, Friendship Valley’s 5th and 4th grade scored close to at or above CCPS, while 3rd grade scored significantly below CCPS and last year’s scores of overall percent meeting standards, which will be our focus for growth for next year.

| | Area of Need Writing: CBA Writing Scores | | | | | | | |
|-----------------------|--|---------------------------|--------------------------|---------------------|---------------------------|----------------------|-------------------------------|--------------------------------|
| | % of Students Scoring 8/10 or higher on the CCPA Writing Rubric | | | | | | | |
| | 2023-2024 Opinion | 2023-2024 Literary | 2024-2025 Opinion | CCPS Opinion | 2024-2025 Literary | CCPS Literary | 2025-2026 Goal Opinion | 2025-2026 Goal Literary |
| 2nd | 62% | 46% | 81% | 84% | 79% | 75% | 78% | 75% |
| 3rd | 58% | 65% | 50% | 70% | 36% | 70% | 70% | 70% |
| 4th | 51% | 45% | 62% | 64% | 60% | 63% | 70% | 70% |
| 5th | 76% | 72% | 80% | 73% | 72% | 73% | 85% | 80% |

School Improvement Goal-Reading-Writing

During the 2025-2026 school year, all students in grades 2-5 will increase the percent of students meeting standard in writing as measured by the county-based 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 | <table border="1"> <thead> <tr> <th></th> <th>CBA Writing Lit % Meeting</th> <th>FVE Spring 2025</th> <th>CCPS Spring 2025</th> <th>FVE Spring Goal 2026</th> <th>FVE Spring BA Goal 2026</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>CBA Writing</td> <td>68%</td> <td>%</td> <td>75%</td> <td>70%</td> </tr> </tbody> </table> | | | | | | CBA Writing Lit % Meeting | FVE Spring 2025 | CCPS Spring 2025 | FVE Spring Goal 2026 | FVE Spring BA Goal 2026 | 2 | CBA Writing | 68% | % | 75% | 70% | | | | | | |
| | CBA Writing Lit % Meeting | FVE Spring 2025 | CCPS Spring 2025 | FVE Spring Goal 2026 | FVE Spring BA Goal 2026 | | | | | | | | | | | | | | | | | | | |
| 2 | CBA Writing | 68% | % | 75% | 70% | | | | | | | | | | | | | | | | | | | |
| 2.1b Teachers will explicitly teach the use of writing rubrics to inform students of criteria for assessment and self-assessment in all subject areas. | Monthly | <table border="1"> <tbody> <tr> <td>3</td> <td>CBA Writing</td> <td>36%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>4</td> <td>CBA Writing</td> <td>60%</td> <td>63%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> | | | | | 3 | CBA Writing | 36% | 70% | 70% | 70% | 4 | CBA Writing | 60% | 63% | 70% | 70% | | | | | | |
| 3 | CBA Writing | 36% | 70% | 70% | 70% | | | | | | | | | | | | | | | | | | | |
| 4 | CBA Writing | 60% | 63% | 70% | 70% | | | | | | | | | | | | | | | | | | | |
| 2.1c Primary teachers will use Framing your Thoughts and Graphic Organizers to model and explicitly teach writing of sentences and paragraphs. | Bi-weekly | <table border="1"> <tbody> <tr> <td>5</td> <td>CBA Writing</td> <td>72%</td> <td>73%</td> <td>80%</td> <td>70%</td> </tr> </tbody> </table> | | | | | 5 | CBA Writing | 72% | 73% | 80% | 70% | | | | | | | | | | | | |
| 5 | CBA Writing | 72% | 73% | 80% | 70% | | | | | | | | | | | | | | | | | | | |
| 2.1d Teachers will provide opportunities for students to read and/or listen (primary) to multiple digital and/or printed texts to analyze and synthesize information to craft a well-written response. | Weekly | <table border="1"> <thead> <tr> <th></th> <th>CBA Writing Opinion % Meeting</th> <th>FVE Spring 2025</th> <th>CCPS Spring 2025</th> <th>FVE Spring Goal 2026</th> <th>FVE Spring BA Goal 2026</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>CBA Writing</td> <td>71%</td> <td>86%</td> <td>78%</td> <td>70%</td> </tr> </tbody> </table> | | | | | | CBA Writing Opinion % Meeting | FVE Spring 2025 | CCPS Spring 2025 | FVE Spring Goal 2026 | FVE Spring BA Goal 2026 | 2 | CBA Writing | 71% | 86% | 78% | 70% | | | | | | |
| | CBA Writing Opinion % Meeting | FVE Spring 2025 | CCPS Spring 2025 | FVE Spring Goal 2026 | FVE Spring BA Goal 2026 | | | | | | | | | | | | | | | | | | | |
| 2 | CBA Writing | 71% | 86% | 78% | 70% | | | | | | | | | | | | | | | | | | | |
| 2.1e Direct instruction using <i>Unlock the Prompt</i> and utilizing resources from Benchmark Advance to explicitly teach and assess narrative, opinion, informational, and response to text writing and respond to text-dependent questions in grades 2-5. | Daily | <table border="1"> <tbody> <tr> <td>3</td> <td>CBA Writing</td> <td>50%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>4</td> <td>CBA Writing</td> <td>62%</td> <td>64%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>5</td> <td>CBA Writing</td> <td>80%</td> <td>73%</td> <td>85%</td> <td>70%</td> </tr> </tbody> </table> | | | | | 3 | CBA Writing | 50% | 70% | 70% | 70% | 4 | CBA Writing | 62% | 64% | 70% | 70% | 5 | CBA Writing | 80% | 73% | 85% | 70% |
| 3 | CBA Writing | 50% | 70% | 70% | 70% | | | | | | | | | | | | | | | | | | | |
| 4 | CBA Writing | 62% | 64% | 70% | 70% | | | | | | | | | | | | | | | | | | | |
| 5 | CBA Writing | 80% | 73% | 85% | 70% | | | | | | | | | | | | | | | | | | | |
| 2.1f ELA teachers will develop common and consistent language for writing instruction for all grade levels. Common resources, such as graphic organizers and ways to conference about writing, will be created to support writing at all levels and subject areas. | Ongoing | <p>Additional Evidence:</p> <ul style="list-style-type: none"> 80% of students will score 80% or higher on the CCPS grade level writing rubric 80% of students in grades 2-5 will score 80% or greater on Benchmark Advance unit formative written assignments. Daily writing instruction and assignments across content areas through the use of “Framing your Thoughts” for Tier I for all students to begin the year, and Tier II and III for the remainder of the year for the lowest 30% of students during intervention time. | | | | | | | | | | | | | | | | | | | | | | |
| 2.1g Teachers share high, medium, and low examples of student models of writing (remove names and change classes) and display these writing examples regularly (bi-weekly) to promote growth in writing. | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1h Use evidence-based practices-writing revolution (Hochman), Guided Writing (Oczcus), and/or Writing Strategies (Serravallo) | | | | | | | | | | | | | | | | | | | | | | | | |

On the May 2025 End of Year Math Assessment, Friendship Valley’s 1st, 2nd, 3rd, and 4th grade scored above or well above the CCPS students percent meeting, Kindergarten within range of CCPS and grades Pre-K and 5th below CCPS percent of students meeting standards. Those two grades will be our focus for the school year 25-26.

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

| Grade Level Percentage of Students meeting Standard | 2021 FVE | 2022 FVE | 2023 FVE | 2024 FVE | 2025 FVE | 2025 CCPS | 2026 FVE May Goal |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|------------------------------|
| PreK | | 84 | 84 | 79 | 67 | 88 | 80 |
| Kindergarten | 84 | 85 | 92 | 89 | 86 | 87 | 90 |
| Grade 1 | 82 | 85 | 86 | 96 | 94 | 89 | 95 |
| Grade 2 | 66 | 71 | 66 | 58 | 84 | 79 | 87 |
| Grade 3 | 68 | 81 | 69 | 78 | 75 | 60 | 80 |
| Grade 4 | 59 | 69 | 57 | 65 | 78 | 67 | 80 |
| Grade 5 | 54 | 59 | 71 | 76 | 30 | 44 | 75 |

School Improvement Goal-Math

During the 2025-2026 school year, all students in grades Pre-K-5 will increase the percent of students meeting standard in mathematics as measured by May Benchmark Assessments to meet or exceed the county average.

| Strategic Actions | Time Line | Measures of Success/Desired Performance Level | | | | | |
|--|------------------|--|---------------------|---------------------|---------------------|----------------------|--------------------------------------|
| | | Grade Level Percentage of Students meeting Standard | 2023 FVE | 2024 FVE | 2025 FVE | 2025 CCPS | 2026 FVE May Goal |
| 3.1a Teachers will plan weekly with the math specialist to plan first pass instruction using MQI and also addresses specific intervention, skills to spiral, and formative assessments. 3.1b Provide opportunities for students to make sense of and solve word problems in grades PreK-5 using consistent strategies (3 reads, capturing quantities, numberless word problems etc.), vocabulary, and graphic organizers across grade levels. | Weekly | | | | | | |
| | Daily | PreK | 84 | 79 | 67 | 88 | 80 |
| | | Kindergarten | 92 | 89 | 86 | 87 | 90 |
| | | Grade 1 | 86 | 96 | 94 | 89 | 95 |
| | Daily | Grade 2 | 66 | 58 | 84 | 79 | 87 |

| | | | | | | | | | | | | | | |
|---|--|---|---------|----|----|----|----|----|---------|----|----|----|----|----|
| <p>3.1c Teachers will explicitly teach and assess modeling and reasoning strategies and allow students the opportunity to analyze and critique the reasoning of others in grades Pre-K-5 and make student friendly and specific rubrics from the MSDE rubrics.</p> | <p>Twice a week</p> | <table border="1"> <tr> <td>Grade 3</td> <td>69</td> <td>78</td> <td>75</td> <td>60</td> <td>80</td> </tr> </table> | Grade 3 | 69 | 78 | 75 | 60 | 80 | | | | | | |
| Grade 3 | 69 | 78 | 75 | 60 | 80 | | | | | | | | | |
| <p>3.1d Teachers will explicitly teach basic fact strategies and assess fluency levels for basic facts aligned with the CCPS fact fluency rubrics. Fluency skills incorporated into warm ups. 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. Utilize fact number talks to start small group.</p> | <p>Weekly Weekly for planning/Daily for instruction</p> | <table border="1"> <tr> <td>Grade 4</td> <td>57</td> <td>65</td> <td>78</td> <td>67</td> <td>80</td> </tr> <tr> <td>Grade 5</td> <td>71</td> <td>76</td> <td>30</td> <td>44</td> <td>75</td> </tr> </table> <ul style="list-style-type: none"> Interventions progress monitored: 100% of students will meet their SMART goal Progress monitoring of assessments: 80% of students will score 80% or higher on unit tests and teacher created assessments 90% of students will meet the goals they set for themselves and track their progress towards WIG and fluency goals | Grade 4 | 57 | 65 | 78 | 67 | 80 | Grade 5 | 71 | 76 | 30 | 44 | 75 |
| Grade 4 | 57 | 65 | 78 | 67 | 80 | | | | | | | | | |
| Grade 5 | 71 | 76 | 30 | 44 | 75 | | | | | | | | | |
| <p>3.1e Teachers will focus on standards for mathematical practice during lesson planning and ensure it is used during closure.</p> | <p>2-3 times a week</p> | <p>3.1a</p> <ul style="list-style-type: none"> Use of Math Intervention OneNote/MQI | | | | | | | | | | | | |
| <p>3.1f Teachers will utilize number talks, number routines, counting routines, math tasks, and data chats to build number sense and student discourse to explicitly teach fact fluency and computation. This can be at the start of small groups as well.</p> | <p>Weekly Weekly planning, questions daily</p> | <p>3.1b</p> <ul style="list-style-type: none"> Continuity between each grade, including strategies, songs, and games to teach targeted skills Provided word problems that are relevant and challenging to students Time provided to discuss solutions and solution paths (turn and talk, then whole class share out) Provide concrete materials and dry erase boards so students can build or draw a representation of the math they are solving | | | | | | | | | | | | |
| <p>3.1g Review data to determine short term flexible reteach groups and which interventions and resources would be best for the teacher and MRT to address the deficits during teacher led interventions. Use both formative and summative data to create these flexible groups.</p> | | <p>3.1c</p> <ul style="list-style-type: none"> Use of the book "Routines for Reasoning" Review math task work aligned to May assessment and grade tasks together in data meetings on a 3 pt. Rubric (2-strong understanding, 1-partial, 0-needs more teaching) | | | | | | | | | | | | |
| <p>3.1h MRT will co-teach math tasks with teachers to provide support and explicitly plan higher level questions and tasks that promote a productive struggle, including partner, small group, and independent tasks</p> | | <p>3.1d</p> <ul style="list-style-type: none"> Use of Building Fact Fluency Kits Targeted fact games, activities, and centers for early finishers Incentives for basic fact mastery Provide strategies to parents during back-to-school night. A PowerPoint will be sent to staff to incorporate into their presentations and added to the grade level newsletters. | | | | | | | | | | | | |
| <p>3.1i MRT will provide individual coaching of teachers, including</p> | | <p>3.1.e</p> <ul style="list-style-type: none"> Provide a mathematical practices reference for individual students. Students reflect daily on and | | | | | | | | | | | | |

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| <p>providing immediate feedback from time spent in classrooms, co-teaching, modeling of whole group and specific interventions, and supporting the implementation of the curriculum.</p> | | <p>check, circle or use a clothes pin on the laminated resource.</p> <ul style="list-style-type: none"> • Exit ticket for students to share which MP they used and what questions they still have. <p>3.1.f: Walkthrough data:</p> <ul style="list-style-type: none"> • Use of discussion protocols and sentence starters- consistent across grade levels • Use of equal participation measures (popsicle sticks, white boards, etc.) • Regular use of Number talks, number routines, data chats • Use of routines from the book "Daily Routines to JumpStart Math Class" • Use of strategies and routines from "Figuring out Fact Fluency in Mathematics" • Targeted math centers, activities, and games for early finishers <p>3.1g</p> <ul style="list-style-type: none"> • Teachers providing data ahead of the data meeting, including intervention data • Teachers front load certain skills that students struggle with (i.e. fractions in 5th) • Analyze data from benchmark and unit assessment questions as a team with MRT • MRT will determine best Bridges lessons for small group instruction • MRT will provide intervention to the highest need groups <p>3.1h</p> <ul style="list-style-type: none"> • Utilize tasks from "Classroom Ready Rich Math Tasks," "Math by the Book," and other curriculum resources <p>3.1i</p> <ul style="list-style-type: none"> • Targeted, research-based interventions with teachers provided multiple times a week and data entered into the portal. |
|--|--|--|

MAP (2-5)- EOY 2024-2025-Students % Meeting

| Grade Level | Number of students with IEPs | FVE | CCPS | FVE/PRIDE students with IEPS | CCPS students with IEPS | FVE Goal for 2025-2026 |
|-------------|------------------------------|-----|------|------------------------------|-------------------------|------------------------|
| 2 | 10 | 52% | 49% | 30% | 14% | 50% |
| 3 | 15 | 59% | 52% | 15% | 11% | 50% |
| 4 | 16 | 61% | 53% | 21% | 12% | 50% |
| 5 | 15 | 41% | 46% | 0% | 8% | 50% |

MAP (3-5)- EOY 2024-2025-EL Students % Meeting

| Grade Level | Number of ML students | FVE Average | CCPS Average | FVE/PRIDE ML students | CCPS ML students | FVE Goal for 2025-2026 |
|-------------|-----------------------|-------------|--------------|-----------------------|------------------|------------------------|
| 2 | 3 | 52% | 49% | 0% | 2% | 50% |
| 3 | 5 | 59% | 52% | 20% | 7% | 50% |
| 4 | 3 | 61% | 53% | 0% | 12% | 50% |
| 5 | 5 | 41% | 46% | 0% | 5% | 50% |

Math Benchmark- EOY 2024-2025-Students with IEPs

| Grade Level | Number of students with IEPs | FVE/PRIDE | CCPS | FVE/PRIDE for students with IEPS | CCPS for students with IEPS | FVE Goal for 2025-2026 |
|----------------------|------------------------------|-----------|------|----------------------------------|-----------------------------|------------------------|
| Average Score | | | | | | |
| 3 | 16 | 81 | 77 | 56% | 55% | 65% |
| 4 | 16 | 81 | 81 | 40% | 58% | 65% |
| 5 | 15 | 72 | 72 | 63% | 54% | 75% |

| Math Benchmark- EOY 2024-2025 % Meeting-ML Students | | | | | | |
|---|-----------------------|-----------|------|---------------------------|----------------------|------------------------|
| Grade Level | Number of ML students | FVE/PRIDE | CCPS | FVE/PRIDE for ML students | CCPS for ML students | FVE Goal for 2025-2026 |
| Average Score | | | | | | |
| 3 | 5 | 81 | 77 | 76% | 61% | 80% |
| 4 | 3 | 81 | 81 | 66% | 65% | 75% |
| 5 | 5 | 72 | 72 | 67% | 57% | 75% |

| School Improvement Goal-Underserved Group: underrepresented student groups (ML and IEP) | | | | | | | |
|---|----------------------------------|---|-----|------|---------|---------------|-------------------|
| 4. During the 2025-2026 school year, underrepresented student groups (ML and IEP) students in grades 3-5 will increase will increase the percent of students meeting standard on the May Math Benchmark and Acadience and MAP Composite Score to meet or exceed the county average with underrepresented student groups (ML and IEP). | | | | | | | |
| Strategic Actions | Time Line | Measures of Success/Desired Performance Level | | | | | |
| <p>4.1a Provide opportunities for professional learning on differentiation strategies, including inviting SPED Content Specialists and ESOL teachers to plan with staff multiple times a year.</p> <p>4.1b Teachers will explicitly teach and expect productive struggles from all students as to presume competence</p> <p>4.1c ML teachers and Special educators collaborate with general educators to create specific student goals backwards mapping from the baseline to make more than a year's growth and to create lesson plans focused on MQI format</p> <p>4.1d Focused reteach for most critical need and prerequisite standards</p> <p>4.1e Increase amount of visuals, student discourse, reteaching with various strategies in small group, and repetition of material.</p> | Monthly | Grade Level | FVE | CCPS | FVE IEP | 2025 CCPS IEP | 2026 FVE May Goal |
| | Ongoing | Grade 3 | 81 | 77 | 56% | 55% | 65% |
| | | Grade 4 | 81 | 81 | 40% | 58% | 65% |
| | | Grade 5 | 72 | 72 | 63% | 54% | 75% |
| | Create quarterly, monitor weekly | Grade Level | FVE | CCPS | FVE ML | 2025 CCPS ML | 2026 FVE May Goal |
| | Daily | Grade 3 | 81 | 77 | 76% | 61% | 80% |
| | | Grade 4 | 81 | 81 | 66% | 65% | 75% |
| | | Grade 5 | 72 | 72 | 67% | 57% | 75% |
| | To start the year | | | | | | |

| | | | | | | | |
|---|--------------------|--|------------|-------------|----------------|----------------------|--------------------------|
| <p>4.1f Prioritize planning to have students to be in the classroom for first pass instruction for SPED, ML, and interventions</p> <p>4.1g Lesson Plans will include differentiation and interventions based on prerequisite skills and formative assessment.</p> <p>4.1h Create review packets with more visuals and less text to focus on essential learning</p> <p>4.1i Focus on vocabulary to include repeated use of certain words, visuals used and scaffolded back, explicit teaching of Tier 1 and 2 words, and assessment of vocabulary</p> <p>4.1j Build background knowledge through short introductions and connections throughout the lesson</p> <p>4.1k Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion of all students</p> <p>4.1l Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaboratively kid talk monthly for cultural, behavioral, academic, and emotional needs</p> | Daily | Grade Level Percentage of Students meeting MAP/ELA Standard | FVE | CCPS | FVE IEP | 2025 CCPS IEP | 2026 FVE May Goal |
| | Ongoing/ Quarterly | Grade 2 | 52% | 49% | 30% | 14% | 50% |
| | | Grade 3 | 59% | 52% | 15% | 11% | 50% |
| | Daily | Grade 4 | 61% | 53% | 21% | 12% | 50% |
| | | Grade 5 | 41% | 46% | 0% | 8% | 50% |
| | Daily | Grade Level Percentage of Students meeting MAP/ELA Standard | FVE | CCPS | FVE EL | 2025 CCPS EL | 2026 FVE May Goal |
| | | Grade 2 | 52% | 49% | 0% | 2% | 50% |
| | | Grade 3 | 59% | 52% | 20% | 7% | 50% |
| | | Grade 4 | 61% | 53% | 0% | 12% | 50% |
| | | Grade 5 | 41% | 46% | 0% | 5% | 50% |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |

- 80% of ML and IEP students will meet county assessment benchmarks
- 100% of students will meet the SMART goal for interventions

4.1a:

- Special educators schedules built around grade level planning time
- SPED participation at weekly planning meetings. ML participates bi-weekly. ETM participates monthly to review IEP and ML data.
- Both general educators and SPED utilize online OneNote. SPED will also share a quick note about what they are teaching as well, including the strategy they used. ESOL teacher will also have access.

- Professional Learning to include sharing of resources, differentiation strategies, executive functioning, ML, and peer observation

4.1b: Determine “just right” differentiated/scaffolded work and text for independent and small group work

- Sharing out of resources at planning/data meetings
- MLs in small groups that extend their learning and vocabulary

4.1c: Review data of ML and IEP students as a team, create goals based on a years’ worth of growth and progress monitor closely and at pacing meetings

4.1.d: Review of most critical standards with resource and special education teachers. This focus will be incorporated into plans for small group reteach in OneNote

4.1e: PD provided and walkthrough data on use of strategies to support executive functioning, use of visuals, student discourse, reteaching with various strategies in small group, and repetition of areas of struggle.

4.1f: General Education and SPED Schedules

4.1g: OneNote

4.1h: Differentiated review packets-see 4th grade examples

4.1i: Vocabulary routines being utilized and vocabulary assessment data

4.1j
Building Background Knowledge workshops, student discourse, increased visuals and anticipatory sets, connections explicitly made between varying content.

- 4.1k:
- During walk-throughs and observations, teachers will be observed implementing best practices.
 - ESOL, SPED and ETM will support progress monitoring for specific sub-groups

- 4.1l
- ESOL, SPED and AA will support progress monitoring for specific sub groups