

Friendship Valley Elementary School

School Improvement Plan

2026 - 2027

Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement ➤ 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.
Strengthen Productive Family & Community Partnerships ➤ 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.
Develop and Support a Successful Workforce ➤ 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.
Provide a Secure, Healthy, & Modern Learning Environment ➤ 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
1. During the 2026-2027 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 2026-2027 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 2026-2027 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 2026-2027 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 STAR 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 2025	FVE Goal 2026	CCPS June 2026	FVE June 2026	FVE June 2027 Goal
Pre-K	Uppercase Letter ID	89%	93%	91%	95%	100%
	Lowercase Letter ID	83%	90%	90%	90%	95%
	Letter Sounds	94%	95%	84%	95%	100%
	Blending Onset-Rime	83%	87%	67%	65%	80%
	Initial Consonant the Same	72%	80%	62%	65%	80%
	Early Concepts About Print	89%	95%	95%	100%	100%
K	PLA: Letter Sounds	94%	95%	91%	92%	97%
	PLA: Hearing Sounds in Words	72%	80%	68%	83%	87%
	High Frequency Words	89%	93%	85%	90%	95%
	PLA- DAPPA- Blending	96%	97%	96%	99%	100%
	CCPA 2A – Closed Syllables	87%	90%	84%	90%	95%
	Acadience Composite/STAR	79%	82%	76%	84%	87%
1	High Frequency Words	64%	75%	66%	72%	80%
	CCPA 2A: Closed Syllables	NA		94	95%	100%
	CCPA 2B- Closed Syllables with Digraphs	100%	100%	94%	95%	100%
	CCPA 2C: Closed Syllables with Blends	96%	100%	88%	94%	98%
	CCPA 2D- Vowel Consonant-e	96%	100%	81%	92%	97%
	NWF CLS/STAR	61%	70%	63%	71%	80%
	ORF Words Correct/STAR	46%	70%	61%	67%	80%
	ORF Accuracy/STAR	56%	70%	67%	66%	80%
	ORF Retell Words/STAR	35%	70%	68%	75%	85%
	Acadience Composite/STAR	51%	70%	65%	68%	80%
2	Reading Inventory/MAP /STAR	52%	70%	62%	68%	80%
	CCPS 2G-Vowel Digraphs	92%	93%	86%	90%	96%
	CCPA 2H-Vowel Diphthongs	79%	85%	76%	65%	80%
	CCPA Two Syllables – All Types	56%	70%	59%	49%	80%
	Comprehension Benchmark	62%	75%	64%		
	Assessment 2 – Opinion					
	Comprehension Benchmark	65%	75%	63%		
	Assessment 2 – Literary					
	*CBA - % meeting 80% or higher					
	ORF Words Correct	59%	70%	57%	54%	75%
	Retell Words	64%	80%	68%	58%	80%
	Retell Quality	77%	85%	84%	79%	85%
	Acadience Composite/STAR	71%	80%	65%	59%	80%
	BA Interim Post Test Score	NA	NA	78%	78%	85%
3	Reading Inventory/MAP/STAR	59%	70%	73%	76%	85%
	CCPA 2I- Two Syllables	74%	80%	84%	88%	93%
	CCPA 2J-Multisyllabic	78%	85%	84%	87%	92%
	Comprehension Benchmark	51%	70%	52%		
	Assessment 2 – Opinion					
	Comprehension Benchmark	38%	70%	48%		
	Assessment 2 – Literary					

	*CBA - % meeting 80% or higher					
	Acadience MAZE	39%	70%	58%	73%	80%
	ORF Accuracy	66%	75%	71%	85%	90%
	ORF Words Correct	53%	70%	61%	68%	75%
	Acadience Composite/STAR			68%	73%	80%
	BA Interim Post Test Score			56%	49%	60%
4	Reading Inventory/MAP	61%	70%	78%	79%	85%
	Comprehension Benchmark	51%	70%	46%		
	Assessment 2 – Opinion	64%	75%	64%		
	Comprehension Benchmark					
	Assessment 2 – Literary					
	*CBA - % meeting 80% or higher					
	CCPA Two Syllable All Types	80%	90%	92%	81%	90%
	CCPA Multisyllabic	83%	90%	93%	86%	93%
	BA Interim Post Test Score			59%	56%	70%
5	Reading Inventory/MAP/STAR	41%	70%	78%	84%	90%
	Comprehension Benchmark	40%	70%	43%		
	Assessment 2– Opinion					
	Comprehension Benchmark	42%	70%	55%		
	Assessment 2– Literary					
	*CBA - % meeting 80% or higher					
	CCPA Two Syllables All Types	90%	95%	96%	92%	97%
	CCPA Multisyllabic			96%	93%	100%
	BA Interim Post Test Score			64%	65%	75%

On the 2026 End of Year ELA Assessments, Friendship Valley’s Pre-K, Kindergarten, 1st, 3rd, and 4th and 5th grades met their Reading Goals to meet or exceed the county in the amount of students meeting the standard. 2nd had deficits in Acadience/MAP and 4th and 5th had deficits in CCPA. We will continue to focus on phonics instruction in 2nd, 4th, and 5th grade to help students have a deeper understanding of syllable types. 2nd grade will also focus more on fluency and will also develop stronger explicit instruction as it pertains to comprehension.

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
1.a Collaborative planning between general and special education teachers to include School-wide common OneNote utilizing the LETRs template (K-1) and collaborative MQI planning template (2-5) that includes multiple formative assessments per standard that is shared with special educator, ESOL, and AA teachers.	Weekly/Bi-Weekly	1.a 85% of students proficient on STAR and STAR CBMs, and FUNdations (K-3rd), student work samples, and progress monitoring of SPED and general education students.

1.b Teachers will incorporate Science of Reading strategies into first pass instruction based on data analysis to include opportunities for Phonological Awareness instruction (Heggerty) that is paired with writing (dry erase boards when possible) and fluency focus. In intermediate grades will include targeted reteach of phonics skills through double dose Foundations in small groups.	Daily	1.b • Bi-weekly walkthroughs & feedback • 100% of students will meet the goal for interventions • Specific interventions determined by formative classroom and county assessments. • 90% on PLA, FUNdations, STAR and STAR CBM data • Monthly data meetings to progress monitor assessment and intervention data
1.c Teachers will supply parents with resources and practice for targeted skills (K-2: phonics & fluency, 3-5: reading comprehension and specific CCPA skills) at home for nightly homework (M-Th) and through regular communications.	Weekly	1.c Nightly targeted homework differentiated based on need assigned (with signed agenda book for 2-5 th grades.) • 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. • HW is checked by teacher or peer review as it is turned in
1d. Teachers will continue to progress monitor the foundational literacy skills of students who are not identified as requiring a SRIP, but are at risk or not meeting standards and intervene as appropriate to provide specific skill intervention and differentiated instruction first pass including text, assignments, and strategies based on specific level of need.	Weekly	1.d • Progress monitoring, interventions & re-teach planned based on data in OneNote • Targeted, research-based interventions with teachers provided multiple times a week and data entered into the portal. • Literacy Specialist will provide intervention to the highest need groups
1.e 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 groups, supporting students toward independent fluency practice using repeated reading routines, and a balance of decodable texts and grade-level texts.	Daily	1.e: • Increased scores on the PLA and CCPA assessments to meet or exceed the county average • Progress monitoring assessments to include Fluency Kit and STAR Progress monitoring assessments
1.f Literacy Specialist will provide individual coaching of teachers and strategic/targeted team support, including providing immediate	Weekly	1.f -Weekly admin & specialist check ins to determine level of support, growth, and next steps

feedback from time spent in classrooms, co-teaching, modeling of whole group and specific interventions, with specific focus on fluency and in K-2 grade and phonics and comprehension in 2, 3, 4 and 5 th .		- Increased student achievement above county average based on STAR, WIG and goal reviews in data meetings - Specialist Weekly Schedule
1.g Intermediate teachers will provide additional explicit phonics instruction and supplement curriculum with research-based materials for students that are not demonstrating grade-level expectations, including the use of research-based interventions based off the CCPA areas of need.	Daily	1.g - Meet or exceed county average for CCPA - Use of ELA Intervention OneNote - Teacher data provided and reviewed prior to each data meeting, including Foundations and CCPA - Literacy Specialist will provide intervention to the highest need groups - Resource teacher provides support to 3-5th grade teachers with explicit phonics instruction and interventions based on Foundations and CCPA
1.h Teachers will administer Benchmark Advance Weekly Assessments two times a month and analyze assessment data to monitor student progress. Data will be entered into the OneNote within a week of the assessment and used to identify priority comprehension skills, inform instructional decisions, and provide targeted reteaching and intervention based on student needs.	Weekly	1.h - Progress monitoring of Benchmark assessments: 90% of students will score 80% or higher on Benchmark and Teacher Created Assessments - Test data entered into OneNote tab - All teachers model the first and administer the second weekly assessment - Teachers use of the curriculum scaffolds to determine where students are performing within a standard - Explicit teaching of test taking strategies, including use of practice tests in performance matters
1.i Teachers will provide opportunities for students to read multiple digital and/or printed texts to analyze and synthesize information to answer text dependent questions multiple times each week.	Weekly	1.i - Formative Assessment data (90% mastery) and feedback on assignments when reviewing student work - Progress monitoring of Benchmark assessments: 90% of students will score 80% or higher on Benchmark and Teacher Created Assessments

On the May 2026 Spring Benchmark Advance Interim Assessment, Friendship Valley's 5th grade scored above CCPS, while 2nd-4th grade scored below CCPS which will be our focus for growth for next year.

Benchmark Advance Interim Assessment Pre and Post Test Results								
	2nd	County	3rd	County	4th	County	5th	County
Pre	41%	39.5%	31%	39.5%	53%	48.7%	62%	49.9%
Post	65%	71.5%	45%	60.1%	58%	64.0%	72%	69.4%

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
2.1 Collaboration between general and special education teachers to include School-wide common OneNote utilizing the LETRs template (K-1) and collaborative MQI planning template (2-5) that includes multiple writing assignments per week. OneNote is shared with special educator, ESOL, and AA teachers.	Weekly	Evidence: 2.1 90% of students will score 80% or higher on the CCPS grade level writing rubric
2.2 Teachers will explicitly teach the use of writing rubrics through process charts, self-assessment rubrics, and writing anchors to inform students of criteria for assessment in all subject areas. Opportunities for analysis of high, medium, and low samples will be integrated into these lessons on a regular basis	Weekly	2.2 - Evidence of growth based on writing rubrics from progress monitoring tools - Daily writing instruction and assignments across content areas 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. For tiers II and III consider the use of “Framing your Thoughts.”
2.3 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 and have opportunities for quick, on demand writing (short questions to focus response to text) daily.	Bi-weekly	2.3 - Analysis student work during planning meetings to develop next teaching steps. - OneNote and Student Work posted
2.4 ELA specialist will coordinate with teachers to develop common and consistent language for writing instruction for all grade levels. Common resources, such as graphic organizers, process charts, and ways to conference about writing, will be created to support writing at all levels and subject areas during the first quarter of the year. PD will be provided by the ELA specialist on the gradual release of these scaffolded organizers.	Weekly	2.4 - Teachers provide ELA specialist with scaffolded graphic organizers (and those with scaffolds), who will add it to the Share Drive with links in the OneNote - Evidence of common resources such as graphic organizers, language, process charts, etc. during walkthroughs
2.5 Teachers share high, medium, and low examples of student models of writing (remove names and change classes) and	Weekly	2.5 Student work with feedback displayed and changed bi-weekly

display these writing examples regularly (bi-weekly) to promote growth in writing.		
2.6 Use evidence-based practices for writing instruction (Writing Revolution/Hochman, Framing Your Thoughts and Report Form) to supplement writing curriculum	Ongoing	2.6 - Improvement over time on weekly BA assessments - Use of evidence-based writing interventions during walk throughs
2.7 Incorporate writing into homework, including short handwriting practice, so families are aware of writing instruction standards and specific areas of need for their child.	Weekly	2.7 Use of CCPS resources for instruction and practice

On the May 2026 End of Year Math Assessment, Friendship Valley's Pre-K, Kindergarten, 1st, 2nd, and 4th grade scored above the CCPS students percent meeting, 5th grade was within range of CCPS and 3rd was below CCPS percent of students meeting standards. 3rd and 5th grades will be our focus for the school year 26-27.

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

Grade Level Percentage of Students meeting Standard	2022 FVE	2023 FVE	2024 FVE	2025 FVE	2026 Mid- Year FVE	2026 EOY CCPS	2026 EOY FVE	2027 FVE May Goal
PreK	84	84	79	67	90%	86	90	95
Kindergarten	85	92	89	86	82%	87	88	95
Grade 1	85	86	96	94	88%	88	93	95
Grade 2	71	66	58	84	68%	77	81	90
Grade 3	81	69	78	75	27%	58	41	80
Grade 4	69	57	65	78	60%	69	75	85
Grade 5	59	71	76	30	48%	48	46	80

School Improvement Goal-Math

During the 2026-2027 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
3.a Teachers will plan weekly in the OneNote with the math specialist to analyze data, plan first pass instruction and also address specific intervention, flexible grouping, reteach, skills to spiral, and formative assessments. - Reference Companion Guides, Numeracy Development Framework, 8 Effective Teaching Practices, Science of Learning - Productive Struggle: evidence of less modeling at the start of the lesson and more independent practice of skills - Student discourse/Building Thinking Classrooms: use of sentence stems, student rubrics, and discussion protocols. These should be posted around the classroom. - High level questioning planned out and put in OneNote - Engagement strategies to include regular use of whiteboards, Number talks, intentional movement, all-student participation and multimodal teaching methods	Weekly	3.a - Progress monitoring of assessments (within 1 week): 90% of students will score 90% (k-2) or 80% (3-5) or higher on unit tests and teacher assessments - Flexible planning time to grade and analyze assessments – MRT can help grade during planning time and analyze together - Lesson plans including 8 effective teaching strategies, formative assessment, and intervention specified - Backward mapping from unit assessments to plan instruction - Walkthrough look for: Continuity between each grade, including strategies, songs, organizers, and games to teach targeted skills (put in OneNote)
3.b 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.	Daily	3.b Walkthroughs evidence: - Provide 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 - Cross grade level collaboration, peer observations and planning and visit classrooms during staff meetings
3.c All grade level teachers will explicitly teach and assess modeling and reasoning strategies and allow students the opportunity to analyze and critique the reasoning of	Daily	3.c Grades 3-5 peers review each other's work with rubric/checklist - include

others in grades 3-5 and make student friendly and specific rubrics from the MSDE rubrics.		specific feedback on how to improve their score - Teachers will utilize modeling tasks from their grade level curriculum OneNote. - Incorporating modeling and reasoning routines into instruction. - 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) for grades 3-5 - Primary grades- teachers model finding errors, how to look for mistakes – include some problems that were solved correctly.
3.d Teachers will explicitly teach basic fact strategies and assess fluency levels for basic facts aligned with the CCPS fact fluency rubrics at least monthly. - Use Xtra math to pre-assess fact fluency to start the year - Homework assigned will be specific to student need and provide strategies to parents. - Utilize fact number talks to start small group. - Utilize math intervention time for the fact fluency practice: targeted groups and facts - Students track their mastery of facts and set goals based on progress - Provide targeted reteach immediately during arrival, dismissal, and use other students (and older students) to provide immediate feedback and support - Fluency skills incorporated into warmups and in line - Use of multimodal instruction including use of songs, kinesthetic movements, and visuals.	2-3 times a week	3.d 95% of students will master their fact fluency for each grade level standard - Use of agenda books 2-5 and calendars Pre-K-1 with required parent signatures for each evening's homework - HW is checked by teacher and feedback is provided to include checking for completion and also periodic feedback on accuracy - 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.
3.e MRT will flex support through model, co-teach, and provide individual coaching reflective on the needs of students and instructional needs of staff with focus on 3 rd and 5 th grade.	Weekly	3.e - Increase in each unit test average for the grade level - Resource teachers modeling and providing interventions

		MRT weekly schedule
3.f 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.	Weekly for planning/Daily for instruction	3.f - Interventions progress monitored: 100% of students will meet their SMART goal - Targeted interventions with teachers provided multiple times a week and data entered into the portal. - Data meetings leading to specific teacher led interventions planned - Teachers providing data ahead of the data meeting - Planned interventions being implemented regularly - Teachers front load certain skills that students struggle with (i.e. fractions in 5th) - Analyze data from benchmark and unit test questions with the MRT - MRT will determine best Bridges lessons for small group instruction - MRT will provide intervention to the highest need groups

Acadience (K-2) and MAP (3-5)- EOY 2025-2026-IEP Students -Average						
Grade Level	Number of students with IEPs	FVE	CCPS	FVE/PRIDE students with IEPS	CCPS students with IEPS	FVE Goal for 2026-2027
K	13	84%	76%	62%	NA	75%
1	7	68%	65%	29%	NA	50%
2	12	59%	65%	0%	NA	50%
2 MAP	12	53%	56%	15%	24%	30%
3 MAP	12	59%	58%	27%	26%	50%
4 MAP	13	61%	60%	12%	25%	30%
5 MAP	14	62%	59%	26%	25%	50%

Acadiance (K-2) and MAP (3-5)- EOY 2025-2026-EL Students-Average						
Grade Level	Number of ML students	FVE	CCPS	FVE/PRIDE ML students	CCPS ML students	FVE Goal for 2026-2027
K	4	84%	76%	75%	NA	85%
1	7	68%	65%	43%	NA	60%
2	5	59%	65%	40%	NA	60%
2 MAP	5	53%	56%	54%	26%	80%
3 MAP	2	59%	58%	19%	28%	70%
4 MAP	4	61%	60%	26%	24%	50%
5 MAP	2	62%	59%	15%	22%	30%

Math Benchmark- EOY 2025-2026-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 2026-2027
% of Students Meeting						
3	12	41	58	8%	N/A	50%
4	13	75	69	8%	N/A	50%
5	14	46	48	14%	N/A	50%
Average Score						

3	12	68	77	37%	57%	50%
4	13	83	81	52%	59%	50%
5	14	73	74	47%	51%	50%

Math Benchmark- EOY 2025-2026 % Meeting-ML Students						
Grade Level	Number of ML students	FVE/PRIDE	CCPS	FVE/PRIDE for ML students	CCPS for ML students	FVE Goal for 2026-2027
% of Students Meeting						
3	2	41	58	0%	N/A	50%
4	4	75	69	50%	N/A	75%
5	2	46	48	0%	N/A	50%
Average Score						
3	2	68	77	44%	63%	60%
4	4	83	81	78%	61%	85%
5	2	73	74	57%	55%	75%

On the End of Year ELA assessments, FVE was above the county average in 2nd and 4th grade for MAP for ELL students, but below in 3rd and 5th. FVE was above in 3rd and 5th for students with IEPs, but below for 2nd and 4th. Our focus for ELA next year will be for 3rd and 5th ELL students and 4th grade students with IEPs.

On the May 2026 End of Year Math Assessment, Friendship Valley's 4th and 5th grade ELL students scored above CCPS, but below in 3rd grade. FVE students with IEPs were below the county average for 3rd-5th grade. 3rd- 5th grades will be our focus for the school year 26-27 for students with IEPs and 3rd will focus on our ELL population as well.

School Improvement Goal-Underserved Group: underrepresented student groups (ML and IEP)

4. During the 2026-2027 school year, underrepresented student groups (ML and IEP) students in grades 3-5 will increase the percent of students meeting standard on the May Math Benchmark and STAR 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
4.a Teachers will plan weekly in OneNote with the math and ELA specialist to analyze data, plan first pass instruction and specific intervention, flexible grouping, reteach, skills to spiral, and formative assessments. • Productive struggle • Reteach for highest level need ○ Math use the Numeracy Development Framework. ○ ELA focus on phonics and comprehension • Backward map specific goals- to make more than a year's growth • Differentiated instruction planned and listed in the OneNote • Resources with less text and more visuals	Weekly	4.a: • 80% of ML and IEP students will meet county assessment benchmarks • Special educators schedules built around grade level planning time (at least the first 30 minutes per grade) • SPED participation at weekly planning meetings. ML participates bi-weekly. • ETM meets quarterly with admin and ESOL to review IEP and ML data. • Both general educators and SPED utilize online OneNote. ESOL teacher will also have access. • Professional Learning to include sharing of resources, differentiation strategies, executive functioning, ELL best practices, and peer observation
4.b Provide opportunities for professional learning on differentiation strategies, executive functioning, ELL best practices, and peer observations. This PL will include SPED Content Specialists and ESOL teachers planning time with teachers.	Ongoing	4.b: 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.c At Pacing meetings, 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	Create quarterly, monitor weekly	4.c: • FVE to meet or exceed the county average for IEP and EL students in both reading and math on county benchmark assessments • All IEP and ELL students will increase their scores throughout the year on CCPS assessments
4.d Focused reteach for highest level need	Daily	4.d: Standards reviewed to create a priority of assignments/reteach at planning and small group instruction planned for specific groups of students

4.e Increase amount of visuals, student discourse, reteaching with various strategies in small group, use of executive functioning strategies, and repetition of material.	To start the year	4.e: Walkthrough data
4.f Students need to be in their general education classroom for first pass instruction for the first 30 minutes of ELA and Math lessons for SPED, ML, and interventions	Daily	4.f: General Education and SPED Schedules
4.g 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	Ongoing	4.g: Walkthrough data: Vocabulary routines being utilized and vocabulary assessment data
4.h Build background knowledge through short introductions and connections throughout the lesson, visual, anticipatory sets, student discourse, and connections explicitly made between varying content and past learning throughout the lesson.	Daily	4.h Evidence in lesson plans/OneNote
4.i: Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students through the use of executive functioning and differentiation strategies obtained during schoolwide PL and regular communication about progress with families to include the use of Talking Points to communicate with EL families,	Biweekly, monthly for kid talking	4.i: • 100% of students will meet the SMART goal for interventions • ETM/Admin participates quarterly to review ML and IEP data • ESOL, SPED and ETM will support progress monitoring for specific sub-groups in OneNote
4.j Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaborate biweekly in person and ESOL teacher will attend the monthly kid talking meeting to address cultural, behavioral, academic, and emotional needs		4.j • ESOL teacher to visit team leaders or planning at least biweekly • Team lead grant access to Planning OneNote