Freedom Elementary School
School Improvement Plan
2026-2027

School Vision / Mission
Vision Statement: Empowering lifelong learners, critical thinkers, and problem solvers that create a better world. **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. **Core Beliefs:** We believe • 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
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.
➢ CCPS maintains class sizes that support learning.
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 Needs Assessment
2025-2026 ELA Data Analysis
2025-2026 Math Data Analysis

Overview: School Improvement Goals to Target Areas from Needs Assessment	
ELA	1. K-5: 80% of students will meet/exceed spring expectations on STAR Early Literacy or Star Reading. 2. Improve the percentage of students scoring proficient or distinguished on English Language Arts Maryland System of Testing Academic Readiness (MSTAR) grades 3-5 for each of the following student groups: • All students • FaRMS • English learners • Special education
Math	1. K-1st: 90% of students will meet or exceed (80%) expectations on the EOY Math Assessment. 2. 2nd: 90% of students will meet or exceed (80%) expectations on the EOY Math Assessment. 3. 3rd-5th: 80% of students will meet or exceed (80%) expectations on the EOY Math Assessment. 4. Improve the percentage of students scoring proficient or higher on Mathematics Maryland System of Testing Academic Readiness (MSTAR) grades 3-5 for each of the following student groups: • All students • FaRMS • English learners • Special education
Writing	1. K: 90% of students will meet expectations on spring Hearing Sounds in Words. 2. 1st: 90% of students will meet expectations on FUNdations unit tests. 3. 2nd-5th: 80% of students will meet expectations on the writing portion of the Spring Benchmark Advance Post-Test.
Equity	1. K-5: Increase percentage of students who receive FaRMs meeting expectations on EOY Math Assessment. 2. K-5: Increase percentage of students who receive FaRMs meeting expectations on spring Star Early Literacy or Star Reading.

School Improvement Goal Part 1: ELA

ELA

1. K-5: Improve the percentage of students will meet expectations on the spring STAR Early Literacy Assessment or Star Reading.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
Kindergarten	85%	68% - Acadience	85%
1st Grade	80%	68% - Acadience	80%
2nd Grade	85%	74% - Acadience	85%
3rd Grade	85%	71% - MAP Growth	85%
4th Grade	90%	77% - MAP Growth	90%
5th Grade	85%	87% - MAP Growth	90%

2. Improve the percentage of students scoring proficient or distinguished on English Language Arts Maryland System of Testing Academic Readiness (MSTAR) grades 3-5 for each of the following student groups:

Percent Meeting Expectations	3rd Grade		4th Grade		5th Grade	
	2026 Perf. MCAP	2027 Target	2026 Perf. MCAP	2027 Target	2026 Perf. MCAP	2027 Target
All Students	68%	74%	63%	72%	77%	80%
FaRMs	46%	63%	57%	69%	60%	70%
English Learners	*		*		*	
Special Education	7%	44%	20%	50%	24%	52%

Strategic Actions	Timeline	Measures of Success/ Desired Performance Level
1.1 Phonics and Phonemic Awareness Instruction • K-3 teachers will teach Fundations lessons with fidelity including daily application of decoding and encoding within reading and writing. • K-1 teachers will teach Heggerty lessons with fidelity. • K-5 teachers will use STAR CBM ORF and CCPA to plan targeted instruction or intervention.	Daily	• At least 80% proficiency on FUNdations unit tests • Mastery of grade appropriate CCPA tasks • Meet expectations on STAR CAT, CBM and STAR progress monitoring assessments • Mastery of DAPPA Blending
1.2 Fluency Instruction • K-3 teachers will include fluency drills in whole and small group instruction, focusing on improving students' oral reading fluency. • K-3 teachers will provide daily instruction to increase students' automaticity when reading words, phrases, and longer passages. • K-5 teachers will progress monitor students scoring below expectations on STAR ORF. • K-5 students will use fluency folders to support in-school practice using high frequency words, decodable and authentic texts. • K-2 teachers and resource teachers will host an ELA family night focusing on at-home activities to reinforce high frequency word and fluency instruction.	Daily	• Meet expectations on STAR CAT, CBM and progress monitoring assessments • Meet expectations on High Frequency Word Assessment

1.3 Comprehension • Grades K-1 teachers will provide tier 1 instruction, think alouds, and modeling through Wonders with support from the LETRS Comprehension Planning Checklist. • Grades 2-5 teachers will provide tier 1 instruction through Benchmark Advance, using consistent anchor charts and organizers. • Teachers will help students build background knowledge and expand their vocabulary through the use of paired texts, vocabulary mapping, and the use of a vocabulary instructional routine. • Teachers will provide direct instruction using research-backed strategies to support students in finding relevant text evidence, including the use of graphic organizers and annotating the text. Teachers will explicitly teach students how to create and use graphic organizers.	Daily	• At least 80% proficiency on Benchmark Advance weekly assessments and Post Interim assessments • Meet expectations on Star Early Literacy and Star Reading • At least 80% proficiency on Social Studies Informational Assessment
1.4 Flexible Groupings • K-3 teachers will implement small, flexible groupings based on data from FUNdations assessments and STAR. • 2-5 teachers will implement small, flexible groupings based on data from STAR and Benchmark Advance weekly assessments. • K-5 teachers will analyze errors on assessments, confer with students and form reteach groups based on common errors. • Teachers will utilize goal setting tools and student conferences to help students monitor their progress.	Daily	• At least 80% proficiency on FUNdations unit tests • Meet expectations on STAR CAT, CBM and progress monitoring assessments • At least 80% proficiency on Benchmark Advance weekly assessments
1.5 Intervention • K-5 teachers will identify students not meeting grade level expectations on formative and county assessments to determine appropriate small group instruction and interventions. • Identified students in K-3 will receive a Student Reading Improvement Plan (SRIP). Parent conferences will be held to communicate goals and progress. • Evidence-based interventions will occur in K-5 during the supplemental reading instructional block. • Teachers will collaborate with ELA specialist, special educators, ESOL teachers, and AEL tutor to develop goals, implement interventions, progress monitor, and determine next steps.	Daily	• Quarterly grade level pacing meetings to monitor student progress towards grade level expectations and intervention goals • Monthly grade level WIG meetings for data reflection and instructional next steps • SRIP meetings with administrator, ELA teacher, ELA specialist, and parents to communicate goals and progress • Intervention progress monitoring data and SRIP plans stored and updated in shared Teams folder
1.6 Professional Development • K-5 teachers will collaborate to focus on student progress based on formative assessments, such as FUNdations unit tests, STAR, and Benchmark Advance assessments. • K-5 teachers will continue their professional learning related to the Science of Reading.	Monthly	• Teachers will participate in ongoing professional learning at faculty meetings and ½ days provided by the county. • Teams will participate in monthly collaborative planning sessions and vertical teaming with general ed, special ed, resource, and admin.

• Teachers will participate in vertical teaming focused on consistent strategies for teaching reading standards including utilizing structured organizers between and across grades		
1.7 ELA Family Night • K-2 and resource teachers will collaborate to host an ELA family night for students focusing on high frequency words and fluency. • Teachers will provide parent/guardians with resources to support high frequency word and fluency instruction at home.	Annually	• Increase the percentage of students mastering HFWs at the end of first grade. • Increase the percentage of students meeting expectations on Star CBMs.
1.8 Learning Walks • General education, resource, and admin will pilot optional learning walks, focused on observing various components from the strategic actions in our School Improvement Plan. • Team leaders in K-5 will help to spearhead the initiative with their respective teams and facilitate discussions and plan next steps.	Quarterly	• Teams will participate in focus walks targeting various strategic actions from the School Improvement Plan.

School Improvement Goal Part 2: Math

Math

1. K-1st: 90% of students will meet or exceed (85%) expectations on the EOY Math Assessment.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
Kindergarten	90%	85%	90%
1st Grade	90%	90%	95%

2. 2nd: 90% of students will meet or exceed (80%) expectations on the EOY Math Assessment.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
2nd Grade	90%	91%	95%

3. 3rd-5th: 80% of students will meet or exceed (80%) expectations on the EOY Math Assessment.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
3rd Grade	80%	70%	80%
4th Grade	80%	52%	80%
5th Grade	80%	43%	80%

4. Improve the percentage of students scoring proficient or higher on the Math Maryland System of Testing Academic Readiness (MSTAR) grades 3-5 for each of the following student groups:

Percent Meeting Expectations	3rd Grade		4th Grade		5th Grade	
	2026 Perf.	2027 Target	2026 Perf.	2027 Target	2026 Perf.	2027 Target
All Students	72%	80%	56%	68%	56%	68%
FaRMs	54%	67%	62%	71%	35%	80%
English Learners	*		*		*	
Special Education	14%	47%	35%	58%	18%	49%

Strategic Actions	Timeline	Measures of Success/ Desired Performance Level
2.1 Fact Fluency Fact fluency data will be broken down to delineate between students scoring efficient/reasoning versus modeling/pre-modeling to determine next instructional steps • Regularly assess fact fluency using the fluency rating scales to support identifying students in the modeling/pre-modeling phase • Identify students in need of fact fluency support through Tier 2 intervention using Building Fact Fluency Kits.	Monthly	• Increase in percentage of students scoring reasoning or better on all fact sets

2.2 Modeling and Reasoning: • K-5: In collaboration with the math resource teacher, math teachers will strategically plan for classroom experiences where students engage in modeling and reasoning tasks and routines, such as math talks, building thinking classrooms, and reasoning and modeling tasks, that align with the MCCRS. • 3-5: In collaboration with the math resource teacher and special education teachers, math teachers will utilize the MSDE rubrics to calibrate scoring on student work samples.	Weekly/Monthly	• Increase student scores on model and reasoning questions at the end of unit assessments (3-5) and/or classroom tasks (K-2).
2.3 Vertical Teaming Participate in vertical teaming to develop consistency with mathematical strategies, scoring, and standards for math practices across grades. Focus on: • Instructional Strategies • Fact fluency • Vocabulary • Developing visual models	Bi-annual	• Teachers will participate in ongoing professional learning during professional learning days, at faculty meetings and collaborative planning sessions to incorporate strategies shared in classrooms. • Increase the percentage of students meeting proficiency on unit tests and benchmark assessments.
2.4 Promote Engagement and Inclusion Teachers will implement strategies to access prior knowledge to promote engagement and inclusion with a focus on all students by: • Meeting quarterly for pacing meetings • Meeting monthly for Collaborative Planning meetings • Regular use of math manipulatives to build conceptual understanding • Spiral Review • Number Talks	Daily	• Decrease gaps for students as measured by summative assessments.
2.5 Math Family Night • Grades K-5 math teachers and resource teachers will collaborate to host a math family night for students focusing on fact fluency. • Teachers will provide parent/guardians with resources to support fact fluency instruction at home.	Annually	• Increase the percentage of students scoring reasoning or better on all fact sets.
2.6 Learning Walks • General education, resource, and admin will pilot optional learning walks, focused on observing various components from the strategic actions in our School Improvement Plan. • Team leaders in K-5 will help to spearhead the initiative with their respective teams and facilitate discussions and plan next steps.	Quarterly	• Teams will participate in focus walks targeting various strategic actions from the School Improvement Plan.

2.7 Intervention Implement FES intervention plan by: • K-5 teachers will identify students not meeting grade level expectations on formative and county assessments to determine appropriate small group/reteaching instruction and interventions (Tier 2 and Tier 3). • Research-based interventions will occur in K-5 during the 30-minute supplementary/intervention math time. • Teachers will collaborate with the Math resource teacher, special educators, and administration to develop SMART goals, implement Tier 3 interventions, progress monitor, and determine next steps at the end of the intervention cycle.	Daily/Monthly/Quarterly	• Quarterly grade level pacing meetings to monitor student progress towards grade level expectations and intervention goals. • Monthly grade level WIG meetings for data reflection and instructional next steps for first pass instruction (Tier 1). • Increase the number of students meeting grade level expectations on formative and summative assessments.

School Improvement Goal Part 3: Writing

Writing

1. K: 90% of students will meet expectations on spring Hearing Sounds in Words.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
Kindergarten	90%	81%	90%

2. 1st: 90% of students will meet expectations on FUNdations unit tests

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
1st grade	90%	N/A	90%

3. 2nd-5th: 80% of students will meet expectations on the Spring Benchmark Advance Post-Test.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance*	FES 2026-2027 Target
2nd Grade	85%	83%	85%
3rd Grade	80%	46%	80%
4th Grade	80%	28%	80%
5th Grade	85%	69%	80%

Strategic Actions	Timeline	Measures of Success/ Desired Performance Level
3.1 Encoding Instruction • K-3 Teachers will include daily sound, word, and sentence dictations in whole and small group settings. • K-3 Teachers will use daily activities as a formative assessment to guide instruction and create small, flexible groups, as needed.	Daily	• At least 80% proficiency on FUNdations unit tests • Meet expectations on STAR and STAR progress monitoring assessments
3.2 High Frequency Word Instruction • K-1 Teachers will include daily practice with high frequency words using the "heart word" method when appropriate. • K-1 Teachers will focus on the writing of high frequency words in isolation and in sentences.	Daily	• Meet expectations on CCPS HFW assessments. • At least 80% proficiency on FUNdations unit tests
3.3 Use of CCPS Writing Rubrics • Teachers will use CCPS 12-point rubrics and how they correlate to the Benchmark Advance curriculum. • Teachers will collaboratively grade writing examples to develop a unified approach to scoring assignments. • Teams will create student-friendly versions of rubrics to allow students to take ownership of their writing.	Daily	• At least 70% proficiency using the CCPS 12-point rubric. • At least 70% proficiency on the writing portion of the Benchmark Advance assessments.
3.4 Using Text Evidence • Teachers will provide direct instruction on strategies related to on-demand writing versus process writing. • Teachers will provide direction instruction on how to find and include relevant text evidence to support ideas related to the prompt.	Daily	• At least 70% proficiency using the CCPS 12-point rubric. • At least 70% proficiency on the writing portion of the Benchmark Advance assessments.

3.5 Unlocking the Prompt • Teachers will model the use of the "unlocking the prompt" strategy to focus student writing. • Teachers will encourage students to work collaboratively with peers to work through the "unlocking the prompt" process.	Daily	• At least 70% proficiency using the CCPS 12-point rubric. • At least 70% proficiency on the writing portion of the Benchmark Advance assessments.
3.6 Graphic Organizers • Teachers will explicitly teach students how to create and use graphic organizers for narrative, informational, and opinion-based writing. • Teachers will push for student independence when selecting and utilizing a graphic organizer	Daily	• At least 70% proficiency using the CCPS 12-point rubric. • At least 70% proficiency on the writing portion of the Benchmark Advance assessments.
3.7 Editing and Revising • Teachers will provide direction instruction focusing on strategies addressing how to edit and revise student writing. • Teams will create student-friendly versions of rubrics and editing checklists to allow students to take ownership of their writing.	Daily	• At least 70% proficiency using the CCPS 12-point rubric. • At least 70% proficiency on the writing portion of the Benchmark Advance assessments.

3.8 Flexible Grouping
• Teachers will implement small, flexible groupings based on data from:
  ○ FUNdations unit tests
  ○ Benchmark Advance weekly and unit assessments
  ○ Other formative assessments
• Teachers will provide immediate and specific feedback to students.
	Daily	• At least 80% proficiency on FUNdations unit tests
		• At least 70% proficiency on the writing portion of the Benchmark Advance assessments.

3.9 Vertical Teaming • Teams will meet across grade levels to review the progression of standards from K-5. • Teams will create unified resources, such as checklists, rubrics, and graphic organizers that build on ideas from the previous grade level.	Quarterly	• Teams will meet for ½ day vertical teaming sessions throughout the year. • Grade levels will consistently use the created resources during daily instruction.
3.10 Collaborative Planning • Grade level teams will meet to preview upcoming writing lessons, decide on resources, and develop a plan for instruction. • Grade level teams will meet to collaboratively score writing assignments using the CCPS 12-point writing rubric.	Monthly	• Teams will meet monthly with general ed, special ed, resource, and admin to plan and score writing assignments from the curriculum.

School Improvement Goal Part 4: Equity

Equity

1. K-5: Increase percentage of students receiving FaRMs meeting expectations on EOY Math Assessments with a score of 80% or higher.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
Kindergarten	79%	59%	79%
1st Grade	82%	100%	90%
2nd Grade	79%	91%	91%
3rd Grade	64%	58%	64%
4th Grade	63%	58%	63%
5th Grade	55%	20%	55%

2. K-5: Increase percentage of students receiving FaRMs meeting expectations on spring Star Early Literacy or Star Reading.

Percent Meeting Expectations	FES 2025-2026 Target	FES 2025-2026 Performance	FES 2026-2027 Target
Kindergarten	74%	47% - Acadience	74%
1st Grade	64%	43% - Acadience	64%
2nd Grade	62%	73% - Acadience	80%
3rd Grade	85%	57% - MAP Growth	85%
4th Grade	75%	86% - MAP Growth	90%
5th Grade	70%	75% - MAP Growth	80%

Strategic Actions	Timeline	Measures of Success/ Desired Performance Level
4.1 Student Identification • Teachers and relevant faculty members will have access to the list of students who receive FaRMS to allow for monitoring of performance on assessments and classwork.	Daily	• Information will be shared with relevant faculty members in the fall and again in November when updates are posted.
4.2 Mentoring • Students who receive FaRMS will be partnered with a staff mentor to monitor and support social and academic progress. • Staff mentors will be encouraged to meet weekly to provide support to their mentees.	Weekly	• FaRMS students will be partnered with a staff mentor, who will be encouraged to meet with their mentee on a weekly basis.
4.3 Monitor Progress • K-5 teams will meet monthly with special ed, resource, and admin to review progress of students receiving FaRMS toward their monthly WIG goals. • K-5 teams will identify students who receive FaRMS not making progress and develop next steps to address concerns.	Monthly	• K-5 teams will meet monthly to review progress toward their monthly WIG goals. • At least 80% proficiency on math unit tests • At least 80% proficiency on math benchmark assessments • K-5 FaRMS students will meet expectations on STAR Early Literacy, Star Reading, and STAR ORF.
4.4 Interventions • Following the fall and winter assessment windows, students who receive FaRMS will be placed in an ELA evidence-based intervention for 6-8 weeks if they are considered at-risk or on the watchlist. • At the conclusion of the intervention, teams will review progress and updated assessment data to determine next steps for the students who receive FaRMs.	Quarterly	• K-5 teams will meet monthly to review progress toward their monthly WIG goals. • At least 80% proficiency on math unit tests • At least 80% proficiency on math benchmark assessments • K-5 FaRMS students will meet expectations on STAR Early Literacy, Star Reading, and STAR ORF.