

Freedom Elementary School

School Improvement Plan 2018-2019

School Vision / Mission

- **Vision Statement:** Freedom is a community preparing adult and student learners for the demands of the 21st century.
- **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.

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

Analyzing our ELA assessment data, we determined that Freedom continues to have high levels of student achievement where students meet the county expectations but do not make adequate growth from year to year to ensure that all students are college and career ready. Standards that continue to come up as weaknesses include Writing Information Standard W2, based on CBA 1 and 2 and PARCC data analyzed across grades 2-5 and need to be addressed through enhanced first pass instruction.

Analyzing our Math assessment data, we determined that Freedom continues to perform above the county expectations in most grade levels for PARCC, MYA and EOY assessments. To continue to increase student achievement, our data indicates that the domain of Number Base Ten continues to be a weakness. We need to focus on building a solid conceptual understanding of Number Base Ten as a school through effective first pass instruction.

School Improvement Goals to Target Areas from Needs Assessment



1. ELA:

- a. 95% of K-1 students will make one year's growth in ELA as measured by their spring assessed reading level.

	17-18 Data	18-19 Goal
K	61.4%	95%
1	84.7%	95%
2	-	95%

- b. By 2020: 75% of students in grades 3-5 will score proficient/advanced on PARCC ELA assessments (see Table 1b for goals specific to Freedom).

Table 1b.	2017-2018 PARCC ELA	2018-2019 PARCC FES ELA Goal
Grade 3	54.7%	75%
Grade 4	74.3%	75%
Grade 5	79.7%	75%

- c. By 2020, the county mean score for students in grades 3-5 on the CBA assessments will be 88% (see Table 1c for goals specific to Freedom).

Table 1c. Freedom ELA Data				
	17-18 CBA 1	18-19 CBA 1 Goal	17-18 CBA 2	17-18 CBA 2 Goal
K		--		--
1		--		--
2	79%	88%	85%	88%
3	75%	88%	82%	88%
4	82%	90%	85%	90%
5	88%	90%	90%	91%

2. Math:

- a. By 2020, 85% of students in grades 3-5 will score proficient/advanced on mathematics assessments (see Table 2a for goals specific to Freedom).



Table 2a.	2016-2017 FES PARCC Math	2017-2018 FES PARCC Math	2018-2019 PARCC FES Math Goals
Grade 3	88.1%	71.5%	85%
Grade 4	75.5%	70.2%	85%
Grade 5	63.1%	74.4%	85%

- b. By 2020, the county mean score for students in grades 3-5 on math benchmark assessments will be 88% (see Table 2b for goals specific to Freedom).

Table 2b. Freedom Math Data						
	16-17 MYA	17-18 MYA	18-19 MYA Goal	16-17 EOY	17-18 EOY	18-19 EOY Goal
K	97%	96%	95%	96%	95%	95%
1	96%	95%	95%	97%	95%	95%
2	91%	94%	95%	90%	93%	95%
3	90%	89%	95%	89%	84%	92%
4	84%	81%	90%	84%	80%	90%
5	87%	88%	90%	87%	86%	90%

3. Gap: By 2018, the achievement/performance gap on the following indicators between the following groups will be less than or equal to 5% (see Table 3 for data specific to Freedom):
- a. **Proficiency on PARCC ELA Grades 3-5**
 - White / Minority Gap \leq 5%
 - Non-FARMS / FARMS Gap \leq 5%
 - Non-Special Education / Special Education Gap \leq 5%
 - b. **Proficiency on PARCC Mathematics Grades 3-5**
 - White / Minority Gap \leq 5%
 - Non-FARMS / FARMS Gap \leq 5%
 - Non-Special Education / Special Education Gap \leq 5%

Table 3. FES Gap Data	2015-2016 Freedom Gap Data			2016-2017 Freedom Gap Goal
	Non Sub Group	Sub Groups	Gap	
a. ELA	61%	38%	23%	13%
b. Math	79%	55%	24%	14%

School Improvement Goal



1. ELA:

- a. 95% of K-1 students will make one year's growth in ELA as measured by their spring assessed reading level.
- b. By 2020: 75% of students in grades 3-5 will score proficient/advanced on PARCC ELA assessments.
- c. By 2020, the county mean score for students in grades 3-5 on the CBA assessments will be 88%.

Carroll County Public Schools
Building the Future

Strategic Actions	Timeline	Measures of Success/ Desired Performance Levels
1.1 Teachers will implement a variety of teaching strategies daily to support instruction across all content areas with regard to response to reading to include opportunities for oral, digital and written discourse. (MDCCR Standard W2).	Daily	<ul style="list-style-type: none"> • Common Formative assessments (including exit passes, journal entries, and writing prompts) • SRI • CBA • Instructional Reading Level • ELA PARCC Assessments • Carroll County writing rubrics (ideas)
1.2 Teachers will incorporate real world problems and tasks where students have to apply their reading and writing skills to synthesize information while building stamina for in-depth analysis. Teacher will provide instruction on perseverance and stamina.	Daily	Common Formative assessments SRI CBA Instructional Reading Level ELA PARCC Assessments
1.3 Teachers will set and monitor growth goals with individual students with SRI, assessed reading level, CBA and other pertinent skills.	Monthly	Common Formative assessments SRI CBA Instructional Reading Level ELA PARCC Assessments
1.4 Teachers will be provided opportunities to observe or engage in co-teaching in order to deepen their content knowledge and instructional strategies within the ELA classroom.	Ongoing	Teacher reflection form

School Improvement Goal

2. Math:

- a. By 2020, 85% of students in grades 3-5 will score proficient/advanced on mathematics assessments.
- b. By 2020, the county mean score for students in grades 3-5 on math benchmark assessments will be 88%.

Strategic Action	Time Line	Measures of Success/ Desired Performance Level
2.1 Teachers in all grade levels will engage all learners in mathematical discourse and written response to develop students' ability to reason mathematically, problem solve and articulate understanding of strategies. Through a school-wide focus, teachers will implement a variety of teaching strategies to support mathematics instruction with regard to MDCCR Standard W2.	Daily	<ul style="list-style-type: none"> • Formative and summative assessments including Number Talks, exit passes, math journal tasks, unit assessments, and county benchmark assessments
2.2 Teachers in Grades K-5 will incorporate Standard for Mathematical Practice #2 (Reason abstractly and quantitatively) through student-centered problem solving tasks focused on application of math concepts by providing students with ongoing opportunities to engage in flexible thinking and representation.	Daily	<ul style="list-style-type: none"> • School Developed Rubric • Math resource teacher notes from collaborative planning • Formative and summative assessments including unit assessments and county benchmark assessments
2.3 Teachers will be provided opportunities to observe or engage in co-teaching in order to deepen their content knowledge and instructional strategies within the mathematics classroom.	Ongoing	<ul style="list-style-type: none"> • Teacher reflection form
2.4 First pass instruction will include flexible small groups, differentiated instruction, and use of progression documents as needed.	Ongoing	<ul style="list-style-type: none"> • Exit passes, formative, and summative assessments will be used to monitor progress • Student work will be shared and discussed at Kidtalk, achievement meetings, team planning, and Instructional Support Team



School Improvement Goal

4. Gap: By 2020, the achievement/performance gap on the following indicators between the following groups will be less than or equal to 5% (see Table 3 for data specific to Freedom):
- a. **Proficiency on PARCC ELA Grades 3-5**
 - White / Minority Gap \leq 5%
 - Non-FARMS / FARMS Gap \leq 5%
 - Non-Special Education / Special Education Gap \leq 5%
 - b. **Proficiency on PARCC Mathematics Grades 3-5**
 - White / Minority Gap \leq 5%
 - Non-FARMS / FARMS Gap \leq 5%
 - Non-Special Education / Special Education Gap \leq 5%

ELA % = Performance Levels 4 & 5

	White	Minority	Gap		Non-FARMS	FARMS	Gap		Non-SpEd	SpEd	Gap
2017	66	58	8		76	25	51		67	15	52
2018	68	81	13		71	14	57		75	13	62

Math % = Performance Levels 4 & 5

	White	Minority	Gap		Non-FARMS	FARMS	Gap		Non-SpEd	SpEd	Gap
2017	76	72	4		88	67	21		67	23	44
2018	73	68	5		73	50	23		76	30	46

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Teachers will implement diagnostic assessment with at-risk students to provide targeted instruction.	Quarterly	<ul style="list-style-type: none"> Formative and summative assessments including exit passes, math journal tasks, unit assessments, and county benchmark assessments
3.2 Weekly collaboration between Special Education, Resource teacher and General Education teachers to plan congruent, targeted instruction for at-risk students.	Weekly	<ul style="list-style-type: none"> Special Educations teacher notes from collaborative planning
3.3 Professional development for growth mindset and trauma sensitive classroom.	Monthly	<ul style="list-style-type: none"> Professional Development Plan