

Friendship Valley Elementary School

School Improvement Plan

2024-2025

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 2024-2025 school year, all students in grades PreK through 5 will increase their overall proficiency in reading as measured by county-based assessments to meet or exceed the county average.2. During the 2024-2025 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the county-based assessments to meet or exceed the county average.3. During the 2024-2025 school year, all students in grades Pre-K-5 will increase the percent of students meeting standard in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.4. During the 2024-2025 school year, all students with IEPs in grades 3-5 will increase their average score on the Math Benchmark and Informational CBA as measured by the January and May Benchmark Assessments to meet or exceed the county average with all students with IEPs.

Grade Level	PLA, CCPA, RI/MAP, CBA/Benchmark Assessment	FVE June 2023	FVE June 2024	CCPS June 2024	FVE Goal June 2025
Pre-K	Uppercase Letter ID	85%	79%	92%	90%
	Lowercase Letter ID	100%	79%	91%	90%
	Letter Sounds	---%	68%	86%	80%
	Blending Onset-Rime	---%	53%	74%	80%
	Initial Consonant the Same	85%	84%	83%	87%
K	PLA: Letter Sounds	95%	90%	92%	95%
	PLA: Hearing Sounds in Words	79%	64%	73%	75%
	High Frequency Words	96%	93%	86%	95%
	PLA- DAPPA- Blending	99%	99%	95%	100%
	CCPA 2A – Closed Syllables	93%	94%	83%	85%
	MAP/Assessed Reading Level	89%	90%	83%	90%
1	High Frequency Words	54%	68%	70%	75%
	CCPA 2A: Closed Syllables	96%	96%	97%	97%
	CCPA 2B- Closed Syllables with Digraphs	89%	96%	95%	97%
	CCPA 2C: Closed Syllables with Blends	76%	95%	90%	97%
	CCPA 2D- Vowel Consonant-e	76%	94%	85%	97%
	MAP/Assessed Reading Level	54%	88%	76%	90%
2	Reading Inventory/MAP	78%	68%	71%	75%
	CCPS 2G-Vowel Digraphs	83%	90%	90%	95%
	CCPA 2H-Vowel Diphthongs	68%	69%	80%	75%
	Comprehension Benchmark Assessment 2 – Opinion	56% (80%)	65%	76%	75%
	Comprehension Benchmark Assessment 2 – Literary	46% (80%)	74%	78%	80%
	*CBA - % meeting 80% or higher *2024-2025 CBA will be Benchmark Assessment				
3	Reading Inventory/MAP	62%	78%	70%	80%
	CCPA 2I- Two Syllables	78%	75%	85%	80%
	CCPA 2J-Multisyllabic	78%	75%	86%	80%
	Comprehension Benchmark Assessment 2 – Opinion	47% (80%)	61%	53%	70%
	Comprehension Benchmark Assessment 2 – Literary	41% (80%)	46%	49%	70%
	*CBA - % meeting 80% or higher *2024-2025 CBA will be Benchmark Assessment				
4	Reading Inventory/MAP	66%	59%	72%	70%
	Comprehension Benchmark Assessment 2 – Opinion	36% (80%)	30%	45%	70%
	Comprehension Benchmark Assessment 2 – Literary	60% (80%)	51%	61%	70%
	*CBA - % meeting 80% or higher				
5	Reading Inventory/MAP	66%	68%	75%	75%
	Comprehension Benchmark Assessment 2– Opinion	54% (80%)	55%	55%	70%
	Comprehension Benchmark Assessment 2– Literary	50% (80%)	51%	54%	70%
	*CBA - % meeting 80% or higher				

On the 2024 End of Year ELA Assessments, Friendship Valley’s Kindergarten, 1st, and 3rd grade met or exceeded the expectation for reading level (RI or Assessed Reading Level). We will continue to focus on phonics instruction in 2nd grade to help students have a deeper understanding of syllable types and will also develop stronger explicit instruction as it pertains to comprehension as well as targeted interventions for 4th and 5th grade students.

School Improvement Goal-Reading

During the 2024-2025 school year, all students in grades PreK through 5 will increase their overall proficiency 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
<p>Pre-K-1</p> <p>1.a Bi-Weekly collaboration between general, special education, and resource teachers to ensure appropriate first pass instruction for all students in Pre-K.</p> <p>1.b Teachers will provide daily, explicit FUNdations and Heggerty instruction with fidelity (K on letter identification and letter sounds)</p> <p>1.c Teacher will administer, record and analyze FUNdations (K-2), PLA (Pre-K-K) and CCPA (1-2) assessments to determine need for second chance learning, and goal-oriented intervention and small group based on data. This information will be shared out at data meetings and resource staff will provide the interventions.</p> <p>1.d Teachers will incorporate strategies such as orthographic mapping from the Science of Reading to teach high frequency word acquisition and retention. If students are not at grade level expectations, a research-based intervention will be implemented by the teacher and/or resource staff.</p> <p>1.e Teachers will explicitly teach hearing sounds in words through strategies such as sound boxes.</p> <p>1.g Teachers will supply parents with resources and practice for high frequency word practice at home for nightly homework (M-Th). Teachers and resource staff will invite families to an engagement night to better explain orthographic mapping, and the reorganization of high frequency word instruction.</p>	<p>Bi-Weekly</p> <p>Daily</p> <p>Weekly</p> <p>Weekly</p> <p>Daily</p> <p>Weekly/ Quarterly for evening events</p>	<p>1.a</p> <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. <p>1.b, c, d,e</p> <ul style="list-style-type: none"> • ,Bi-weekly walkthroughs & feedback <p>1.c d, and e</p> <ul style="list-style-type: none"> • 100% of students will meet the goal for interventions • Specific interventions determined by formative classroom and county assessments. This will vary during the school year as skills and expectations change. • PLA & FUNdations data • Monthly data meetings to progress monitor assessment and intervention data <p>1.g Nightly targeted homework differentiated based on need assigned (with signed agenda book for 2-5th grades.)</p> <p>1.h</p> <ul style="list-style-type: none"> • Evidence in class of differentiated text, assignments, and strategies based on need, readiness, background, etc.

<p>1.h Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.</p> <p>1.i Specialists (ESOL, School Counselors, psychologists, etc.) and classroom teachers will collaboratively talk monthly for cultural, behavioral, academic, and emotional needs.</p> <p>1.k Analyze reading and writing data through MAPs and other assessment tools to determine interventions and progress monitor reading levels to be discussed at data meetings.</p> <p>1.l 2nd grade: 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.)</p> <p>1.m 2nd grade: Teachers will administer and analyze Wonders Weekly Assessments to collect data on vocabulary acquisition and test taking strategies in to plan instruction</p>	<p>Daily</p> <p>Monthly</p> <p>On-going</p> <p>Weekly</p> <p>Weekly</p>	<ul style="list-style-type: none"> Teachers evaluating data based on various sub-groups <p>1.i ESOL, SPED and AA will be lead progress monitoring for specific sub-groups and provide interventions to students in need</p> <p>1.k</p> <ul style="list-style-type: none"> 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. <p>1.l:</p> <ul style="list-style-type: none"> Evidence of comprehension strategies being explicitly taught and modeled during both ELA and SS units during walkthroughs Vocabulary acquisition data shared during data meetings Evidence of test taking strategies being taught during walk throughs
<p style="text-align: center;">Third-Fifth Grade</p> <p>1.2a Collaboration between general and special education teachers to ensure appropriate first pass instruction for all students in 3rd through 5th grade.</p> <p>1.2b Third grade teachers will provide daily, explicit FUNdations instruction with fidelity.</p> <p>1.2c Teachers 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 intervention. Teachers and resource staff will provide the interventions.</p> <p>1.2d Third through fifth grade teachers will implement explicit phonics instruction and will</p>	<p>Bi-Weekly</p> <p>Weekly</p> <p>Daily</p>	<p>1.2.a</p> <ul style="list-style-type: none"> Lesson plans that include all aspects of MQI formative assessments aligned to the literary and informational ELA standards with a focus on text evidence 80% of students proficient on CBA, MAP, and Foundations (3rd), student work samples, and progress monitoring of SPED and general education students. <p>1.2b Formative assessment data (80% mastery), feedback on assignments, and anecdotal notes at data meetings</p> <p>1.2c & d</p> <ul style="list-style-type: none"> Assessments created and aligned to CCPA standards and creating plans to address specific skill sets and areas of need Use of ELA Intervention OneNote

		<ul style="list-style-type: none"> Formative Assessment data (85% mastery) and feedback on assignments when reviewing student work <p>1.2h 100% of students will meet the SMART goal for interventions</p> <p>1.2i: ESOL, SPED and AA will support progress monitoring for specific sub groups</p> <p>1.2j Agenda books signed and used daily</p> <p>1.2l During planning teachers refer back to the list of strategies/standards that need to be covered to ensure spiraling of skills</p>
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Area of Need Writing: CBA Writing Scores				
% of Students scoring 8/10 or higher on the CCPS Writing Rubric				
	2023-2024: Literary Text	2023-2024: Information	2023-2024: Opinion	2023-2024: Literary
2 nd	51%	36%	62%	46%
3 rd	46%	49%	58%	65%
4 th	38%	36%	51%	45%
5 th	46%	51%	76%	72%

	2022-2023	FVE Average Fall 2022 Literary	FVE Average Winter 2022 Informational	FVE Average Spring 2023 Opinion	FVE Average Spring 2023 Literary
3	Writing Average	68%	56%	80%	70%
	2023-2024	FVE Average Fall 2023 Literary	FVE Average Winter 2023 Informational	FVE Average Spring 2024	FVE Average Spring 2024 Literary

				Opinion	
3	Writing Average	66%	71%	74%	74%
3rd FVE Goal 24-25		70%	75%	75%	75%

	2022-2023	FVE Average Fall 2022 Literary	FVE Average Winter 2022 Informational	FVE Average Spring 2023 Opinion	FVE Average Spring 2023 Literary
4	Writing Average	77%	73%	82%	81%
	2023-2024	FVE Average Fall 2023 Literary	FVE Average Winter 2023 Informational	FVE Average Spring 2024 Opinion	FVE Average Spring 2024 Literary
4	Writing Average	67%	64%	75%	71%
4th FVE Goal 24-25		70%	70%	77%	75%

	2022-2023	FVE Average Fall 2022 Literary	FVE Average Winter 2022 Informational	FVE Average Spring 2023 Opinion	FVE Average Spring 2023 Literary
5	Writing Average	67%	75%	73%	82%
	2023-2024	FVE Average Fall 2023 Literary	FVE Average Winter 2023 Informational	FVE Average Spring 2024 Opinion	FVE Average Spring 2024 Literary

5	Writing Average	72%	72%	84%	79%
5th FVE Goal 24-25		75%	75%	85%	85%

School Improvement Goal-Reading-Writing		
During the 2024-2025 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the Local Comprehension 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	Evidence: 2.1a <ul style="list-style-type: none"> 80% of students will score 80% or higher on the CCPS grade level writing rubric
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	2.1b <ul style="list-style-type: none"> Evidence of growth based on writing rubrics from progress monitoring tools Grade level teams and ELA specialist collaborate to develop writing anchors before a writing unit based on the rubric
2.1c Teachers will analyze, grade, and provide specific feedback to students using common, curriculum-based writing rubrics	Bi-weekly	<ul style="list-style-type: none"> 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.
2.1d Teachers will provide opportunities for students to read multiple digital and/or printed texts to analyze and synthesize information to craft a well-written response.	Weekly	
2.1e Teachers will explicitly teach and assess narrative, opinion, informational, and response to text writing according to curriculum timeline expectations.	Daily	2.1c Analyzing student work during planning meetings to develop next teaching steps. 2.1d Use of multiple texts to answer questions
2.1f ELA teachers will develop common and consistence language for writing instruction for all grade levels. Common resources, such as graphic organizers, will be created to support writing at all levels and subject areas.	Ongoing	2.1e Explicit teaching and guidance on focused revisions 2.1f: <ul style="list-style-type: none"> Use of common resources such as graphic organizers, language, process charts, etc. Regular student practice for setting up organizers without the guide provided.

On the May 2024 End of Year Math Assessment, Friendship Valley’s grade levels scored an average of .1 % above the CCPS average score, with grades 1, 3, 4 and 5 scoring above the CCPS average score.

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

Grade Level Percentage of Students meeting Standard	2019	2021	2022	2023	2024	2024 CCPS	FVE May 2025 Goal
PreK			84	84	79	93	85%
Kindergarten	78	84	85	92	89	90	91%
Grade 1	92	82	85	86	96	89	97%
Grade 2	73	66	71	66	58	74	70%
Grade 3	39	68	81	69	78	59	80%
Grade 4	77	59	69	57	65	66	70%
Grade 5	63	54	59	71	76	70	80%

CCPS Math Assessment Mean Scores	FVE May 2022 EOY	FVE May 2023 EOY	FVE May 2024	CCPS May 2024 EOY	FVE May Goal 2025
Pre-K	93	92	86	92	90%
Kindergarten	90	93	90	91	92%
1 st grade	85	89	93	91	95%
2 nd grade	81	80	78	84	82%
3 rd grade	88	81	84	79	86%
4 th grade	80	76	81	81	83%
5 th grade	59	84	85	83	87%

School Improvement Goal-Math

3. During the 2024-2025 school year, all students in grades Pre-K-5 will increase the percent of students meeting standard in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
3.1a Teachers will plan weekly with the math specialist to plan first pass instruction and also addresses specific intervention, skills to spiral, and formative assessments.	Weekly	3.1a <ul style="list-style-type: none"> Interventions progress monitored: 100% of students will meet their SMART goal

<p>3.1b Provide opportunities for students to make sense of and solve word problems in grades PreK-5 using consistent strategies, vocabulary, and graphic organizers across grade levels.</p> <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.</p> <p>3.1d Teachers will explicitly teach basic fact strategies and assess fluency levels for basic facts aligned with the CCPS fact fluency rubrics. 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.</p> <p>3.1e Teachers will focus on standards for mathematical practice during lesson planning and ensure it is used during closure</p> <p>3.1f Teachers will utilize number talks, number routines, math tasks, data chats to build number sense, and student discourse and Building Fact Fluency to explicitly teach fact fluency and computation.</p> <p>3.1g Review data to determine short term reteach groups and which interventions and resources would be best for the teacher to address the deficits during teacher led interventions.</p> <p>3.1h Teachers will have professional development on and explicitly plan higher level questions and tasks that promotes a productive struggle, including partner, small group, and independent tasks</p>	<p>Daily</p> <p>Daily</p> <p>Twice a week</p> <p>Weekly</p> <p>Weekly for planning/Daily for instruction</p> <p>2-3 times a week</p> <p>Weekly</p> <p>Weekly planning, questions daily</p>	<ul style="list-style-type: none"> Progress monitoring of assessments: 80% of students will score 80% or higher on unit tests and teacher created assessments Students will set goals and track their progress towards WIG goals Lesson plans with all components of MQI, including hook, formative assessment, and intervention specified Use of Math Intervention OneNote Resource wall includes State/Cite/Explain and other resources for interventions Fluency skills incorporated into warmups and in line <p>3.1b</p> <ul style="list-style-type: none"> Continuity between each grade, including strategies, songs, and games to teach targeted skills 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 Provide strategies to parents during back-to-school night in each class. Continue Literacy and Math nights and provide video links to parents. <p>3.1c</p> <ul style="list-style-type: none"> 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" <p>3.1d</p> <ul style="list-style-type: none"> Use of agenda books 2-5 and calendars Pre-k-1 with required parent signatures for each evening's homework Targeted fact games, activities, and centers for early finishers Incentive for basic fact mastery
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	<ul style="list-style-type: none"> • Students setting goals and tracking their progress on fact fluency. <p>3.1.e</p> <ul style="list-style-type: none"> • Provide a mathematical practices reference for individual students. Students reflect daily on and check, circle or use a clothes pin on the laminated resource. • 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 • Plan for all students equally participating (popsicle sticks, white boards, etc.) • Regular use of Number talks, number routines, data chats • Provide advanced warning for students who are struggling to participate • 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) • Utilize routines from the book "Daily Routines to JumpStart Math Class" • Targeted math centers, activities, and games for early finishers <p>3.1g</p> <ul style="list-style-type: none"> • Data meetings leading to specific teacher led interventions planned • Resource teachers modeling and providing interventions • 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 assessment questions as a team
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CBA 1: Informational-Students with IEPs 2022-2023

Grade Level	Number of students with IEPs	FVE CBA Average	CCPS CBA Average	FVE CBA Average for students with IEPS	CCPS CBA Average for students with IEPS	May 2023 Goal for Average on CBA for students with IEPs
3	11	61%	67%	33%	48%	50%
4	7	65%	66%	29%	45%	50%
5	11	73%	73%	65%	51%	65%

CBA 1: Informational-Students with IEPs 2023-2024

Grade Level	Number of students with IEPs	FVE CBA Average	CCPS CBA Average	FVE CBA Average for students with IEPS	CCPS CBA Average for students with IEPS	May 2025 Goal for Average on CBA for students with IEPs
3	14	70%	70%	43%	50%	50%
4	13	55%	66%	39%	48%	45%
5	11	73%	74%	45%	51%	55%

Math Benchmark- EOY 2023-2024

Grade Level	Number of students with IEPs	FVE/PRIDE Average	CCPS Average	FVE/PRIDE Average for students with IEPS	CCPS Average for students with IEPS	FVE Goal for 2024-2025
K	11	89.8%	91.1%	83.6%	69%	84%
1	6	93.1%	90.9%	82.3%	71.1%	83%
2	15	78.1%	83.7%	57.4%	56.5%	65%
3	14	83.9%	78.6%	54%	59%	65%
4	12	80.8%	80.9%	65%	63%	75%
5	11	85.3	83.2	66%	68%	75%

School Improvement Goal-Underserved Group: Students with IEPs

4. During the 2024-2025 school year, all students with IEPs in grades 3-5 will increase their average score on the Math Benchmark and ELA MAP as measured by the January and May Benchmark Assessments to meet or exceed the county average with all students with IEPs.

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
4.1a Collaboration between general and special education teachers to ensure appropriate first pass, pre-teach, and re-teach instruction for all students. Special educators will attend pacing and kid-talking meetings, as well as weekly grade level planning meetings	Weekly	4.1a: <ul style="list-style-type: none"> • Special educators schedules built around grade level planning time • SPED participation at weekly planning meetings • 80% of SPED students will meet county assessment benchmarks
4.1b Provide opportunities for professional learning on differentiation strategies	Monthly	4.1b: Professional Learning to include sharing of resources, differentiation strategies, and peer observation
4.1c Teachers will explicitly teach and expect productive struggles from all students as to presume competence	Daily	4.1c: <ul style="list-style-type: none"> • Determine “just right” differentiated work and text for independent and small group work • Sharing out of resources at planning/data meetings
4.1d 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	4.1.d: Review data of students with IEPs as a team, create goals based on a years’ worth of growth and progress monitor closely and at pacing meetings
4.1e Amend IEPs for more push-in services or hours in general education when appropriate	Ongoing	4.1e: Review hours of students at weekly special education meetings
4.1f Invite SPED Content Specialists to plan with staff multiple times a year	Quarterly	4.1f: SPED content specialists at quarterly data or planning meetings
4.1g Prioritize planning to have students to be in the classroom for first pass instruction	To start the year	4.1g: Special educators and related service providers to plan their schedule around students’ first pass instruction time
4.1h Utilize communication passports and share unique strategies for identified students with complex needs	Prior to start of year	4.1h: Communication passports and transition documents shared during Pre-service week with teachers, IAs, and Specials teachers
4.1i Use consistent strategies, organizers and language across grade levels	Daily	4.1i: Following the “FVE way”
4.1j Lesson Plans will include differentiation and interventions based on prerequisite skills and formative assessment.	Daily	4.1j & k: <ul style="list-style-type: none"> • Regular PD provided by resource teachers and SPED Resource teachers to SPED and classroom teachers for specific interventions • ½ Day PDs to co-plan instruction and interventions for student with severe cognitive abilities

4.1k SPED teachers have professional learning on research-based interventions and adapting instruction based on progress monitoring	Quarterly	<ul style="list-style-type: none">• SPED Supervisor or IC to run PD for special educators on interventions such as Wilson, Report Form, Story Form, and Framing your Thoughts.
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