**School Improvement Process**
Planning Tool

**School:** Frederick Classical Charter School

**School Year:** 2023-2024

**Principal:** Mr. Scott Conroy

**Plan due date:** October 15

**Date Plan was Approved:** Oct 30, 2023

School improvement is an ongoing, cyclical process within FCPS that, through an equity lens, takes into consideration multiple measures to address student achievement needs. For SIP, school leadership teams connect "big data" (e.g., proficiencies, trends, comparisons) to "small data" (e.g., details, events, relationships, narratives) to strategically identify and prioritize needs, establish measurable improvement goals, and identify and employ high-yield, evidence-based improvement strategies.During the 2023-2024 school year, school teams will have autonomy to determine which goals best align with the needs determined by their completed comprehensive needs assessment and identified problem statements. Once a root cause and a theory of action are in place, teams should prioritize 3-5 goals that align with school based problem statements and the FCPS Key Performance Indicators(KPIs). The school improvement plan should comprehensively reflect equity and inclusivity through all components and show evidence of elevating student voice through goals, strategies and tactics. The following chart summarizes alignment of FCPS Strategic Goals with goal areas. Using feedback from the Board of Education, Superintendent, staff, and community, general performance target areas were established. Further, Key Performance Indicators (KPIs) were drafted.

| **Organizational Culture of Achievement** | **Operational Excellence** | **Safety & Wellbeing** | **Stakeholder Engagement** | **Student & Staff Experience** |
|---|---|---|---|---|
| *Structures and routines to build staff capacity* <br> *High quality teaching* <br> *Successful outcomes for learners* | *Organizational systems and structures to address system and school needs* | *Effective intervention strategies for all students* <br> *Referral rates to special education* <br> *Continuum of services for students* <br> *Compliance* | *Timely, transparent, and concrete engagement* <br> *Innovative and access opportunities* | *Procedures and practices to ensure safety and well-being of both students and staff.* |
| **Goal 1**: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. | **Goal 2**: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. | **Goal 3**: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. | **Goal 4**: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. | **Goal 5**: FCPS will promote a culture fostering wellness and civility for students and staff. |

| SIP Bookmarks | | | | |
|---|---|---|---|---|
| School Improvement Team | Calendar of Events | Comprehensive Needs Assessment | Problem Statements | Root Cause Analysis (Required for ALL) |
| Theory of Action | Goals 1 2 3 4 5 | | Health & Wellness Goals and Progress Monitoring | Professional Learning Calendar |

**School Improvement Team**

| Title | Name | Responsibility related to SIP |
|---|---|---|
| Principal | | |
| Assistant Principal | Collin Kenny | SIP co-chair - Parent |
| Math Specialist | Laura Taylor | SIP co-chair  - Parent |
| Teacher | Peter Mannix | Middle School  - Parent |
| Literacy Specialist | Cynthia Roy | Literacy Specialist |
| Counselor | Jennifer Caldwell | School Counselor |
| Teacher | Brett Bickel | Health and Physical Education |
| Teacher | Christina Hurley | 3rd Grade Math/Science |
| Teacher | Keirstin Renninger | K-1 |
| Teacher | Mary Shea | 4th Grade Math/Science |
| Special Education Teacher | Danielle Leskoski | Special Education |
| Parent Participant (Recommended) | Suggestions: Rachel Wells? Would it have to be a BOT member? | *This individual is responsible for receiving parent feedback related to student wellness and reporting back to the SIP team* |

| Elevating Student Voice Component | | *Individual or group that informs the SIP team on student perspectives, values and priorities |
|---|---|---|
| | SGA, NJHS | |

**\*Parent participation in school improvement is recommended.** If you are unable to find a parent to serve on your SIP team, speak to your director about other ways to engage this stakeholder group.You can consider a hot sheet shared with parents, a PTA information meeting, etc.

**\*Student participation:** It is an expectation that all SIP teams plan to elevate student voice this year in their SIP planning. The way teams reach this expectation is flexible but please be ready to share your plan with your SAIL director. How can you involve students in your plan? How can you create opportunities to hear from your students? What student group informs your SIP practices? (I.e. Student Voices, Student Ambassadors, Lunch Bunch, SGA,Student Shadow Day, Student Council, etc)

**Calendar of Meetings** **All** Schools are required to have at least one planning meeting and three progress monitoring meetings throughout the school year. STAR schools are required to have either a meeting or evidence of SIP work every month.

| Suggested Timeframe for Progress Monitoring Meetings **\*\*Required 1 planning meeting and 3 Progress Monitoring meetings are in bold** | Identified Date and Time of School-Based Meeting | (Optional) Meeting Notes, Agendas, Handouts *Please ensure the links are viewable by all in FCPS* |
|---|---|---|
| **Required: August/September Planning Meeting Suggested Topics - Complete a Comprehensive Needs assessment,Identify Problem Statements, Root Cause Analysis, Theory of Action, Identify Goals** | August 1 & 2, both 9:30-3:30 | Link to Our Running Agenda |
| Optional (Required Title I): October Planning Meeting Suggested Topics - Identify Evidence Based Strategies,Identify Tactics, Complete PL Calendar | | |
| **Required: November Progress Monitoring Meeting Suggested Topics-Checkpoint #1 (beginning of the year data) Culture Climate and Student Achievement** | **November 27th at Leadership Team Meeting** | |
| Optional (Required Title I): December Progress Monitoring Meeting Suggested Topics - Progress Monitor all Strategies | | |
| Optional (Required Title I): January Progress Monitoring Meeting | | |

| | | |
|---|---|---|
| Suggested Topics - Monitor Health and Wellness Goals | | |
| **Required: February Progress Monitoring Meeting Suggested Topics -Checkpoint #2 Culture Climate and Student Achievement** | **February 26th at Leadership Team Meeting** | |
| Optional (Required Title I): March Progress Monitoring Meeting Suggested Topics-Progress Monitor all Strategies | | |
| Optional (Required Title I): April Progress Monitoring Meeting Suggested Topics - Monitor Health and Wellness Goals | | |
| **Required: May Progress Monitoring Meeting Suggested Topics -Begin Checkpoint #3  Culture Climate and Student Achievement** | | |
| Optional (Required Title I): June Progress Monitoring Meeting Suggested Topics - **Complete Checkpoint #3** Review EOY SIP data and summary statements, CNA for 23-24 | | |

**Comprehensive Needs Assessment and Synthesis:**  Review the effectiveness of your previous year's SIP plan. Complete the Comprehensive Needs Assessment tool for your level.( Elementary, Middle, High)  Attach your completed CNA  below as well as any additional QUALITATIVE and QUANTITATIVE data reviewed by the team. What are the key take-aways from this data review? What are the themes and similarities across data sources?

**Provide the Link to your school's completed Comprehensive Needs Assessment (CNA):** Viewable Links Are Active:   **FCCS Elementary**    **FCCS Middle**

**(Community Schools must add a link to the additional CNA required for Community Schools) Insert VIewable Link Here**

**Student Demographics**

| Student Group | Number of Students | Percentage of Student Group |
|---|---|---|
| All Students | 351 (As of 7/31/23 - Kindergarten Enrollment is incomplete, which is why we're not yet at 376ish) | 100% |
| Asian | 37 | 10.5% |
| Black or African American | 114 | 32.5% |
| Hispanic/ Latino of any race | 46 | 13.1% |
| 2 or more races | 28 | 8% |
| White | 124 | 35.3% |
| Limited English Proficiency | 6 (RADAR category is Multilingual; no LEP category) | 1.7% |
| Economically Disadvantaged | 70 | 19.9% |
| Free/ Reduced Meals | 92/ | 26.2% |
| Special Ed | 21 (as of 8-2-2023) | 6% |
| Gifted/ Talented | 15 (Seems to only be counting MS; perhaps since ES is called HAL and not officially GT yet) | 4.3% (RADAR gives this number, but their denominator is ES+MS, so this is not accurate) |
| 504 | 30 | 8.3% |

**Identified Problem Statements**: The CNA should have yielded priority summary and problem statements that will set the vision for 2023-2024 School Improvement Plan. These 2-3 problem statements should be clear and focused.  If the team has not generated identified problem statements, it is recommended that the CNA be revisited.

*After reviewing the demographics and data trends across sources from last year's SIP, and the Comprehensive Needs Assessment,  the team identified  the following problem statements:*

**Key data** from last year's SIP plan (Checkpoint 3) and the CNA:

- **Regarding Typical Growth:**  Only 60% of ES and MS students met their iReady Math Typical Growth goals, and only 62% of ES and 58% of MS students met their iReady ELA Typical Growth goals. Summary comment about these results:  "*Many students who did not meet their typical growth goals are not necessarily below grade-level, and in fact are on or above their current grade level.*"

- **Regarding Met Status:** Only 73.8% of students "Met" grade-level Math competency and 79.2% of students "Met" grade-level ELA competency.

**Problem Statements and Visions:**

1. **Less than 80% of students are meeting iReady-assessed ELA and Math competency.** Ideally over a number of years, we would like 95% of students to meet competency so that they are prepared to succeed at each new step of their academic journey into high school and beyond. Effective Tier 1, 2, and 3 strategies and intervention for struggling learners is key.

2. **Only about 60% of students are making Typical Growth (many who fall under the radar because they have met competency).** Ideally over a number of years, we would like 95% of students to make Typical Growth so that students at all academic success levels are growing toward their potential. Acceleration and/or Enrichment for Highly Able Learners (HAL) who meet or exceed competency ahead of schedule is key for HAL success in future accelerated/honors-level courses at the high school level and beyond.

Key data from CNA about staff survey results points to another problem:

3. 39% of staff members responded unfavorably about work-life balance; 19% of staff responded unfavorably about trust level between administration and staff.

**: Root Cause Analysis: (<u>Using 5 WHYS, 5 WHY"S visual, Fishbone, Drilling Down</u>** or other protocols, conduct a root cause analysis): Consider root causes that are within your control. Document your Root Cause Discussions with an image, organizer, or summary of the outcome. **Required for all schools.**

Root Cause Analysis Training and Resources

*Insert Root Cause(s) statements here*

*Root causes from problem statement #1 (This will be the subject of FCCS goal 1)*
- *Why are less than 80% of students meeting iReady assessed ELA and Math Competency? Answer: for various reasons, including some students beginning too far behind, some students not having particular learning needs met, and/or student lack of focus or proper behavior in the classroom, in addition to other possible reasons.*
    - *Why are some learning needs not met? Answer: for various reasons: at our school, including the following: our classical pedagogy lifts all students to a high standard with support but there is not a deep, overt collective knowledge about optimizing the classical methods for all learning needs and how to classically infuse MTSS strategies; some teachers are unfamiliar with and/or lack of application of Tier 1 MTSS strategies and/or lack of clarity about process to identify students needing Tier 2 and Tier 3 interventions; inherent challenges of differentiating instruction for students at high, medium, and low levels;*
        - *Why is there not a deep, overt collective knowledge about optimizing the classical methods for all learning needs? There has not been PL/PD to continually re-cast the classical vision and reinforce the basics, let alone add new layers of classical instruction each year.*
        - *Why are some teachers unfamiliar with and/or lack application of Tier 1 MTSS strategies or how to proceed to Tiers 2-3? Answer: Lack of clarity on the specifics of MTSS from administrators; also, there were many new teachers/specialists/support staff over the last few years who are new to Tier 1 and just learning; also, even veteran teachers may not have had much Tier 1 training.*
            - *Why lack of clarity from the administration? Answer: There has been a revolving door of administrators over the last two years, and each has had a significant learning curve to overcome and has had to apply time to just execute the basics of daily school operations.*

- ○ *Why a revolving door of administration?* *Answer; The demands of straddling and balancing the ways and wishes of FCPS with those of FCCS, Inc. (BOT/charter/classical education) are uniquely challenging. The administration has historically been periodically caught in the middle of stakeholder strife between the parent community, the BOT, and FCPS.*
- *Why so much staff turnover?* *Answer: "It's Complicated." One issue is verified from the 22-23 staff survey: work-life balance woes. For the more complicated reasons, talk to Leadership team members.*
  - ○ *Why is work-life balance an issue?* *Answer: Teachers and other staff carry the burden of truly helping each child succeed.*
- *Why have even veteran teachers had little training?* *Answer: Time: Last year there was no school-day PL/PD for teachers. During the pandemic, the district put a moratorium on PL/PD, and our BOT removed early releases from the 22-23 calendar. A tiny bit of PL was given during the team times/Accelerated Learning Process (ALP) times (ALP is an FCPS central office conceptualization similar to PLCs but with a more explicit connection to student outcomes).*

*Root causes form problem statement #2 (This will be the subject of FCCS goal 2):*
- *Why are only 60% of students meeting Typical Growth targets on iReady EOY ELA and Math assessments?* *Answer: Many of these students have already met competency and they might be overlooked for targeting personal growth goals.*
  - ■ *Why are some students who have met competency overlooked for targeting personal growth goals?* *Answer: Time and resources… Instructional time likely prioritizes efforts going to students who need more intervention to meet competency*
    - *Why are resources a factor hindering facilitating more capable students' personal growth goals?* *We have not had a systematic HAL/GT program. A training for teachers to teach HAL students was attempted but was problematic (talk to Leadership team members). The former AP surveyed teachers for needs about intervention and enrichment resources and attempted to provide more resources… some new resources were helpful and incorporated, while others missed the mark.*
    - *Why is time a factor hindering facilitating more capable students' personal growth goals?* *Answer: Teachers already have a plethora of responsibilities, so much so that work life balance is a serious concern for many (please see the next set of root causes for problem statement #3).*

*Root causes from problem statement #3 (This will be the subject of FCCS goal 3):*
*KPI #9 - 39.2% of staff members feel they have a negative work life balance. The following bullets are all separate whys that do interact with each other to a degree. This approach was taken rather than using the subset/nested whys illustrated in the color-highlighting above for iReady outcomes.*
- *Staff not having resources to plan well (need to inventory to determine specific needs, determine why they don't have these resources, and seek to get the resources).*
- *Staff feeling pressure to meet student growth goals (need to survey to determine what support is needed)*
- *Staff having additional duties not related to teaching position (need to survey to determine what duties, by whom, and how frequently. IA and SEIA's are frequently pulled to cover classes when subs are not found and positions are left vacant. New and creative solutions might be needed).*
- *Staff (19.2%) not feeling trust between administration and staff (need to survey what issues of concern some staff may have and take a new approach).*

**Theory of Action:** Using the **root cause statement(s)** and the Theory of Action Questions, develop a Theory of Action for school improvement.. Establish your theory (grounded in evidence) and translate strategies into operational terms. The theory of action statement articulates how the strategies will impact school goals through the development of a collaborative cause/effect vision statement.. **This " IF...THEN...statement" will serve as the school vision statement and guide decision-making. The theory of action statement is detailed with (no more than three) evidence based strategies that will be the focus for the plan and drive school improvement.**

| If school staff… | Then… |
|---|---|
| ● Focus on improving universal academic & social-emotional supports in Tier | ● Students will more intrinsically desire to engage positively at school to |

1 instruction
- Quickly discern and accommodate students in need of Tier 2 & 3 instruction
- Create a positive climate and culture-of-belonging in each school space
- Personally and professionally practice through the lens of classical education tenets (e.g., schole - calmness) in all endeavors and interactions
- Model and teach the school's seven virtues
- Harmoniously engage the parent community

increase their academic achievement, social development, and character development, resulting in successful growth academically, socially-emotionally, and morally.

**Goals:** Through the lens of your Theory of Action, prioritize your school's needs and identify measurable goals that will improve your findings above. A sample bank of goals for 2023-2024 for each level (**Elementary** , **Middle**, **High** ) has been created to help guide your plan related to the five FCPS Strategic Goals. Consider using the **2023-2024 Repository of Evidence Based Strategies** as a resource for alignment and additional strategy and tactic identification.

**Progress Monitoring** Please identify the specific progress monitoring plan for each goal using the table provided (action, staff responsible, timeline). For each checkpoint, summarize progress, next steps and link additional data used for progress monitoring.
**2023-2024 Assessment Calendars to support goal setting and progress monitoring  (2023-2024 Assessment Calendars)**

Goal 1 - Reducing C,D,F Course Grades in 8th Grade

**System Goal alignment** **Organizational Culture of Achievement: Goal 1**
**KPI alignment #  KPI #1**

FCCS Goal #1 -

a)  Decrease the number of students in grade 8 with grades of "C" "D" or "F" in core courses (ELA, Math, Science, History) by 33% from the previous year.

b)  Decrease the number of students in grade 8 target equity subgroups (Black/African American, Hispanic/Latino, Multiple Races) with grades of "C" "D" or "F" by 50% from the previous year.

| | A | B | C | D | F | Total | C+D+F | % C+D+F | Goal 1a: reduce by 33% | Goal 1b: reduce by 50% |
|---|---|---|---|---|---|---|---|---|---|---|
| **ENGLISH** | **19** | **15** | **7** | | | **41** | 7 | **17%** | **11%** | |
| ASIAN | 5 | | | | | 5 | 0 | 0% | | |
| BLACK OR AFRICAN AMERICAN | 2 | 8 | 4 | | | 14 | 4 | 29% | | **14%** |
| HISPANIC/LATINO | 1 | 2 | 2 | | | 5 | 2 | 40% | | **20%** |
| MULTIPLE | 2 | 1 | 1 | | | 4 | 1 | 25% | | **13%** |
| WHITE | 9 | 4 | | | | 13 | 0 | 0% | | |
| **MATH** | **15** | **23** | **5** | **1** | | **44** | 6 | **14%** | **9%** | |
| ASIAN | 5 | | | | | 5 | 0 | 0% | | |
| BLACK OR AFRICAN AMERICAN | 2 | 9 | 3 | | | 14 | 3 | 21% | | **11%** |
| HISPANIC/LATINO | 1 | 6 | | | | 7 | 0 | 0% | | **0%** |
| MULTIPLE | | 3 | | 1 | | 4 | 1 | 25% | | **13%** |
| WHITE | 7 | 5 | 2 | | | 14 | 2 | 14% | | |
| **SCIENCE** | **20** | **19** | **2** | | **1** | **42** | 3 | **7%** | **5%** | |
| ASIAN | 5 | | | | | 5 | 0 | 0% | | |
| BLACK OR AFRICAN AMERICAN | 2 | 12 | | | | 14 | 0 | 0% | | **0%** |
| HISPANIC/LATINO | 1 | 3 | 1 | | 1 | 6 | 2 | 33% | | **17%** |
| MULTIPLE | 2 | 1 | 1 | | | 4 | 1 | 25% | | **13%** |
| WHITE | 10 | 3 | | | | 13 | 0 | 0% | | |
| **SOCIAL STUDIES** | **34** | **6** | **1** | | **1** | **42** | 2 | **5%** | **3%** | |
| ASIAN | 5 | | | | | 5 | 0 | 0% | | |
| BLACK OR AFRICAN AMERICAN | 9 | 5 | | | | 14 | 0 | 0% | | **0%** |
| HISPANIC/LATINO | 4 | | 1 | | 1 | 6 | 2 | 33% | | **17%** |
| MULTIPLE | 3 | 1 | | | | 4 | 0 | 0% | | **0%** |
| WHITE | 13 | | | | | 13 | 0 | 0% | | |

| Rationale | Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan) | | |
|---|---|---|---|

| Action(s) | Staff Responsible | Timeline |
|---|---|---|
| BOY 8th grade student <u>grade check</u> & <u>interview</u> (i.e., google form check-in aimed toward understanding student confidence level in their learning/work, perception of preparation, attitude toward moving toward honors) | 8th Grade core classroom teachers | Aug 28, 2023 to Sept 8, 2023 |
| MOY 8th grade student grade check & interview | 8th Grade core classroom teachers | Jan 8, 2024 to Jan 19, 2024 |
| EOY 8th grade student grade check & interview | 8th Grade core classroom teachers | May 20, 2024 to May 31, 2024 |

| Strategy(ies) | Tactics/ Activities to Implement Strategy | Checkpoint #1 - BOY | Checkpoint #2 - MOY | Checkpoint #3 - EOY |
|---|---|---|---|---|
| Use the data (classroom tests) to establish cohorts, segmenting class as needed so that student groups help each other<br><br>● Hands-on<br>● Group work<br>● Practical application<br>● Socratic Seminar, with teacher modeling then students leading questions they write on their own<br>● Research and presentation | Gather data on the percentage of current 8th in honors classes and percentage registering for honors/AP classes in 9th grade..(LT)<br><br>Gather data on classroom instructional strategies that impact student placement in 9th grade (i.e. advanced math, accommodations)<br><br>**Prioritize instruction for students with** accommodations with the goal of transitioning to 9th grade with reduced or eliminated need for | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps: | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps |

| | intervention. | | | |
|---|---|---|---|---|
| | Provide interviews (informal/reflections) for students at the beginning/middle/end of the academic year  to gather data on student preparedness and level of confidence in all academic areas. Math-Rosenshine's Principles LT follow up with ⅞ team in  2/1 | | | |

Goal 2 - i-Ready

| |
|---|
| **System Goal alignment** Organizational Culture of Achievement: Goal 1 <br> **KPI alignment #**  KPI #4 ⁃ |
| FCCS Goal #2 - <br><br>   a)   Increase "Met Target" (green) status for the **whole schoo**l i-Ready Reading and Math by <u>three</u> percentage points from prior year EOY to current year EOY. <br><br>   b)   Increase "Met Target" (green) status for **equity subgroups** i-Ready Reading and Math by <u>10</u> percentage points or to gap closure from prior year EOY to current year EOY.  Equity subgroups of focus will include the following:  Black or African American, Hispanic, and Multiple Race students. |
| **Prior Year Reading EOY - Whole School** |

## 2022-2023 - Frederick Classical Charter - Grade(s) All
### Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 20.8% (N= 77) Not Met / 79.2% (N= 293) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 30.6% (N= 38) Not Met / 69.4% (N= 86) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 18.8% (N= 9) Not Met / 81.3% (N= 39) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 28.6% (N= 8) Not Met / 71.4% (N= 20) Met |

Whole School Reading *Goal and Checkpoints*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 79% | 82% | 63% | 79% | | |
| Black or African American students | 69% | 79% | 57% | 76% | | |
| Hispanic students | 81% | 82% | 61% | 83% | | |
| Multiple Race students | 71% | 81% | 56% | 75% | | |

### Prior Year Math EOY - Whole School

## 2022-2023 - Frederick Classical Charter - Grade(s) All
### Math - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 26.2% (N= 96) Not Met / 73.8% (N= 271) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 38.5% (N= 47) Not Met / 61.5% (N= 75) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 33.3% (N= 16) Not Met / 66.7% (N= 32) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 24.1% (N= 7) Not Met / 75.9% (N= 22) Met |

## *Whole School Math* Goal and Checkpoints

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 74% | 77% | 43% | 61% | | |
| Black or African American students | 62% | 72% | 32% | 52% | | |
| Hispanic students | 67% | 77% | 49% | 60% | | |
| Multiple Race students | 76% | 77% | 37% | 64% | | |

### Prior Year Reading EOY - Kindergarten

**2022-2023 - Frederick Classical Charter - Grade(s) K**
**Reading - Overall**

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 97.4% (N= 38) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 7.7% (N= 1) Not Met / 92.3% (N= 12) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 3) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 5) Met |

### *Kindergarten Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 97% | 100% | 67% | 83% | | |
| Black or African American students | 92% | 100% | 100% | 100% | | |
| Hispanic students | 100% | 100% | 67% | 67% | | |

| Multiple Race students | 100% | 100% | 0% | 100% | | |

**Kindergarten Prior Year Math EOY:**

### 2022-2023 - Frederick Classical Charter - Grade(s) K
### Math - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 97.4% (N= 38) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 7.7% (N= 1) Not Met / 92.3% (N= 12) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 3) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 5) Met |

**Kindergarten Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 97% | 100% | 32% | 73% | | |
| Black or African American students | 92% | 100% | 50% | 88% | | |
| Hispanic students | 100% | 100% | 33% | 67% | | |
| Multiple Race students | 100% | 100% | 0% | 75% | | |

**1st Grade Reading Prior Year EOY:**

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 24.4% (N= 10) Not Met / 75.6% (N= 31) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 27.3% (N= 3) Not Met / 72.7% (N= 8) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 16.7% (N= 1) Not Met / 83.3% (N= 5) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 3) Met |

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*1st Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 76% | 79% | 50% | 86% | | |
| Black or African American students | 73% | 79% | 56% | 81% | | |
| Hispanic students | 83% | 83% | 17% | 83% | | |
| Multiple Race students | 100% | 100% | 60% | 80% | | |

**1st Grade Prior Year Math EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 01
## Math - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 14.6% (N= 6) Not Met / 85.4% (N= 35) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 27.3% (N= 3) Not Met / 72.7% (N= 8) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 16.7% (N= 1) Not Met / 83.3% (N= 5) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 3) Met |

## 1st Grade Math Goal EOY:

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 85% | 88% | 26% | 67% | | |
| Black or African American students | 73% | 83% | 25% | 69% | | |
| Hispanic students | 83% | 83% | 0% | 17% | | |
| Multiple Race students | 100% | 100% | 40% | 60% | | |

## 2nd Grade Prior Year Reading EOY:

## 2022-2023 - Frederick Classical Charter - Grade(s) 02
## Reading - Overall

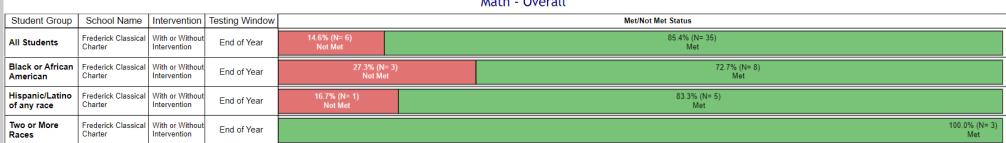| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 22.0% (N= 9) Not Met / 78.0% (N= 32) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 37.5% (N= 6) Not Met / 62.5% (N= 10) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 5) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 2) Met |

*2nd Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 78% | 81% | 48% | 83% | | |
| Black or African American students | 63% | 73% | 55% | 82% | | |
| Hispanic students | 100% | 100% | 60% | 100% | | |
| Multiple Race students | 100% | 100% | 67% | 100% | | |

**2nd Grade Prior Year Math EOY:**



**2022-2023 - Frederick Classical Charter - Grade(s) 02**
**Math - Overall**

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status | | |
|---|---|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 21.4% (N= 9) Not Met | | 78.6% (N= 33) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 37.5% (N= 6) Not Met | | 62.5% (N= 10) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | | | 100.0% (N= 5) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | | | 100.0% (N= 3) Met |

**2nd Grade Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 79% | 82% | 34% | 55% | | |
| Black or African American students | 63% | 73% | 0% | 36% | | |
| Hispanic students | 100% | 100% | 60% | 60% | | |
| Multiple Race | 100% | 100% | 33% | 100% | | |

| students | | | | | | | |
|----------|--|--|--|--|--|--|--|

**3rd Grade Prior Year Reading EOY:**

### 2022-2023 - Frederick Classical Charter - Grade(s) 03
### Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---------------|-------------|--------------|----------------|---------------------|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 24.4% (N= 10) Not Met / 75.6% (N= 31) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 33.3% (N= 4) Not Met / 66.7% (N= 8) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 20.0% (N= 1) Not Met / 80.0% (N= 4) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 25.0% (N= 1) Not Met / 75.0% (N= 3) Met |

*3rd Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|-------|-----------------------------|------------------------|--------------------------------|--------------------------------|--------------------------|---------------------|
| All students | 76% | 79% | 74% | 80% | | |
| Black or African American students | 67% | 77% | 53% | 68% | | |
| Hispanic students | 80% | 80% | 100% | 80% | | |
| Multiple Race students | 75% | 79% | 100% | 100% | | |

**3rd Grade Prior Year Math EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 03
## Math - Overall

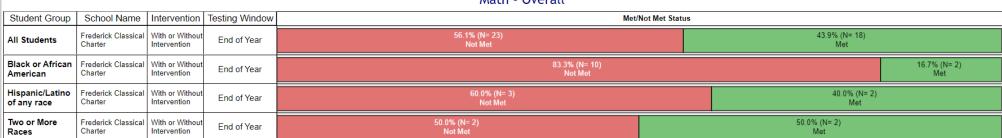| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 56.1% (N= 23) Not Met / 43.9% (N= 18) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 83.3% (N= 10) Not Met / 16.7% (N= 2) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 60.0% (N= 3) Not Met / 40.0% (N= 2) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 2) Not Met / 50.0% (N= 2) Met |

**3rd Grade Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 44% | 47% | 36% | 51% | | |
| Black or African American students | 17% | 27% | 11% | 32% | | |
| Hispanic students | 40% | 47% | 80% | 60% | | |
| Multiple Race students | 50% | 50% | 50% | 100% | | |

**4th Grade Prior Year Reading EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 04
## Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 21.4% (N= 9) Not Met / 78.6% (N= 33) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 40.0% (N= 4) Not Met / 60.0% (N= 6) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 3) Not Met / 50.0% (N= 3) Met |

*4th Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 79% | 82% | 50% | 69% | | |
| Black or African American students | 60% | 70% | 39% | 67% | | |
| Hispanic students | 50% | 60% | 60% | 100% | | |
| Multiple Race students | N/A | 82% | 25% | 50% | | |

**4th Grade Prior Year Math EOY:**

### 2022-2023 - Frederick Classical Charter - Grade(s) 04
### Math - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status | |
|---|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 31.0% (N= 13) Not Met | 69.0% (N= 29) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 5) Not Met | 50.0% (N= 5) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 83.3% (N= 5) Not Met | 16.7% (N= 1) Met |

**4th Grade Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 69% | 72% | 21% | 39% | | |
| Black or African American students | 50% | 60% | 8% | 31% | | |
| Hispanic students | 17% | 27% | 20% | 40% | | |
| Multiple Race students | N/A | 72% | 25% | 25% | | |

**5th Grade Prior Year Reading EOY:**

### 2022-2023 - Frederick Classical Charter - Grade(s) 05
### Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 23.8% (N= 10) Not Met — 76.2% (N= 32) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 29.4% (N= 5) Not Met — 70.6% (N= 12) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 6) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 2) Not Met |

*5th Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 76% | 79% | 62% | 69% | | |
| Black or African American students | 71% | 79% | 39% | 62% | | |
| Hispanic students | 100% | 100% | 0% | 0% | | |
| Multiple Race students | 0% | 79% | 100% | 0% | | |

**5th Grade Prior Year Math EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 05
## Math - Overall

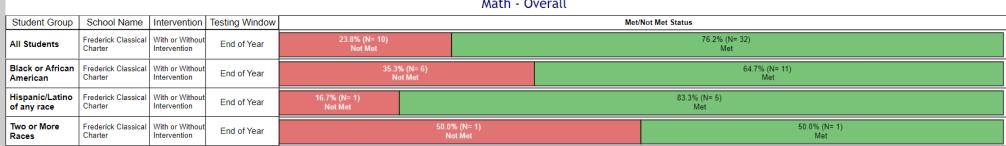| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 23.8% (N= 10) Not Met / 76.2% (N= 32) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 35.3% (N= 6) Not Met / 64.7% (N= 11) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 16.7% (N= 1) Not Met / 83.3% (N= 5) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 1) Not Met / 50.0% (N= 1) Met |

## 5th Grade Math Goal EOY:

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 76% | 79% | 48% | | | |
| Black or African American students | 65% | 75% | 23% | | | |
| Hispanic students | 83% | 83% | 0% | | | |
| Multiple Race students | 50% | 60% | 0% | | | |

## 6th Grade Prior Year Reading EOY:

## 2022-2023 - Frederick Classical Charter - Grade(s) 06
## Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 23.8% (N= 10) Not Met / 76.2% (N= 32) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 35.3% (N= 6) Not Met / 64.7% (N= 11) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 33.3% (N= 2) Not Met / 66.7% (N= 4) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 20.0% (N= 1) Not Met / 80.0% (N= 4) Met |

*6th Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 76% | 79% | 71% | 83% | | |
| Black or African American students | 65% | 75% | 65% | 82% | | |
| Hispanic students | 67% | 77% | 67% | 100% | | |
| Multiple Race students | 80% | 80% | 0% | 0% | | |

**6th Grade Prior Year Math EOY:**

**2022-2023 - Frederick Classical Charter - Grade(s) 06**
**Math - Overall**

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 23.8% (N= 10) Not Met / 76.2% (N= 32) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 29.4% (N= 5) Not Met / 70.6% (N= 12) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 3) Not Met / 50.0% (N= 3) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 20.0% (N= 1) Not Met / 80.0% (N= 4) Met |

**6th Grade Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 76% | 79% | 52% | 66% | | |
| Black or African American students | 71% | 79% | 35% | 53% | | |
| Hispanic students | 50% | 60% | 67% | 80% | | |

| Multiple Race students | 80% | 80% | 0% | 0% | | |

**7th Grade Prior Year Reading EOY:**

### 2022-2023 - Frederick Classical Charter - Grade(s) 07
### Reading - Overall

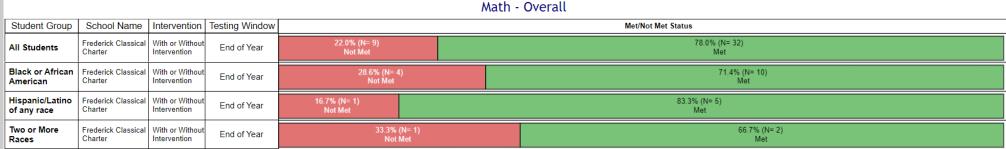| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 14.3% (N= 6) Not Met — 85.7% (N= 36) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 100.0% (N= 14) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 16.7% (N= 1) Not Met — 83.3% (N= 5) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 66.7% (N= 2) Not Met — 33.3% (N= 1) Met |

*7th Grade Reading Goal EOY:*

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 86% | 89% | 64% | 76% | | |
| Black or African American students | 100% | 100% | 47% | 65% | | |
| Hispanic students | 83% | 89% | 67% | 67% | | |
| Multiple Race students | 33% | 43% | 60% | 80% | | |

**7th Grade Prior Year Math EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 07
### Math - Overall

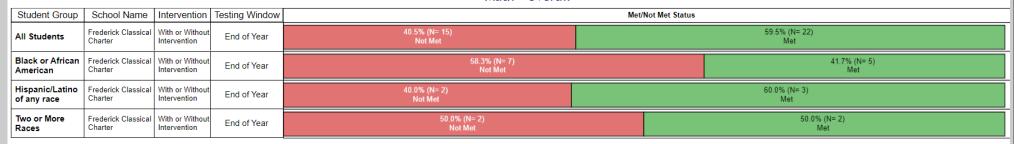| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 22.0% (N= 9) Not Met ▮ 78.0% (N= 32) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 28.6% (N= 4) Not Met ▮ 71.4% (N= 10) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 16.7% (N= 1) Not Met ▮ 83.3% (N= 5) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 33.3% (N= 1) Not Met ▮ 66.7% (N= 2) Met |

**7th Grade Math Goal EOY:**

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 78% | 81% | 68% | 71% | | |
| Black or African American students | 71% | 81% | 71% | 65% | | |
| Hispanic students | 83% | 83% | 50% | 83% | | |
| Multiple Race students | 67% | 77% | 80% | 20% | | |

**8th Grade Prior Year Reading EOY:**

## 2022-2023 - Frederick Classical Charter - Grade(s) 08
### Reading - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| All Students | Frederick Classical Charter | With or Without Intervention | End of Year | 30.0% (N= 12) Not Met ▮ 70.0% (N= 28) Met |
| Black or African American | Frederick Classical Charter | With or Without Intervention | End of Year | 64.3% (N= 9) Not Met ▮ 35.7% (N= 5) Met |
| Hispanic/Latino of any race | Frederick Classical Charter | With or Without Intervention | End of Year | 20.0% (N= 1) Not Met ▮ 80.0% (N= 4) Met |
| Two or More Races | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 2) Not Met ▮ 50.0% (N= 2) Met |

## 8th Grade Reading Goal EOY:

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 70% | 73% | 83% | 83% | | |
| Black or African American students | 36% | 46% | 87% | 87% | | |
| Hispanic students | 80% | 80% | 67% | 83% | | |
| Multiple Race students | 50% | 60% | 67% | 67% | | |

## 8th Grade Prior Year Math EOY:

### 2022-2023 - Frederick Classical Charter - Grade(s) 08
### Math - Overall

| Student Group | School Name | Intervention | Testing Window | Met/Not Met Status |
|---|---|---|---|---|
| **All Students** | Frederick Classical Charter | With or Without Intervention | End of Year | 40.5% (N= 15) Not Met / 59.5% (N= 22) Met |
| **Black or African American** | Frederick Classical Charter | With or Without Intervention | End of Year | 58.3% (N= 7) Not Met / 41.7% (N= 5) Met |
| **Hispanic/Latino of any race** | Frederick Classical Charter | With or Without Intervention | End of Year | 40.0% (N= 2) Not Met / 60.0% (N= 3) Met |
| **Two or More Races** | Frederick Classical Charter | With or Without Intervention | End of Year | 50.0% (N= 2) Not Met / 50.0% (N= 2) Met |

## 8th Grade Math Goal EOY:

| Group | Prior year EOY "Met Target" | Goal EOY "Met Target" | Checkpoint 1: BOY "Met Target" | Checkpoint 2: MOY "Met Target" | Actual EOY "Met Target" | Did EOY meet goal? |
|---|---|---|---|---|---|---|
| All students | 60% | 63% | 60% | 73% | | |
| Black or African American students | 42% | 52% | 57% | 73% | | |
| Hispanic students | 60% | 63% | 83% | 83% | | |

| Multiple Race students | 50% | 60% | 33% | 67% | | |
|---|---|---|---|---|---|---|

**Rationale:**

i-Ready performance has a direct correlation to student success within the curriculum and is a reliable indicator of performance on MCAP assessments.

Assessment drives instruction. Digital i-Ready assessments aligned to the standards will be administered to the Grammar and Logic stage students to formatively assess progress and determine instructional practices.

**Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)**

| Action(s) | Staff Responsible | Timeline |
|---|---|---|
| Collect data from BOY iReady | Cynthia, Christina & Mary | Fall 2023 - by November progress monitoring meeting |
| Collect data from MOY iReady | Cynthia, Christina & Mary | Winter 2024 - by February progress monitoring meeting |

| Strategy(ies) | Tactics/ Activities to Implement Strategy | Checkpoint #1 | Checkpoint #2 | Checkpoint #3 |
|---|---|---|---|---|
| Collective Teacher Efficacy<br><br>Engage in ongoing collective inquiry (especially vertical) with the goal of promoting achievement for all students<br><br>Targeted Access to Customized Support (intervention, extension, and tutoring)<br><br>Provide opportunities for professional development in HAL/Advanced Academics. (IReady Resources for enrichment and extension)<br>-Roy and Taylor, Hurley, Shea will work on | MTSS to look at student level reports and identify needs at the student level.<br><br>Review student (band) changes/growth from BOY-MOY-EOY<br>Roy - verify reading teachers<br>Taylor - verify math<br><br>Specifically target domains by the following criteria:<br>- student<br>- course<br>- grade level<br>- overall school needs<br>Math geometry measurement<br>Summer work: Pacing guide revision to ensure all grade level topics are taught prior to MCAP, spring iready | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps | Date of Monitoring Meeting: 1/22/2024<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>79% (Overall) of students met iReady Reading for Middle of Year progress in Elementary School, grades K-5.<br><br>81% (Overall) of students met iReady Reading for Middle of Year progress in Middle School, grades 6-8.<br><br>Summary of Next Steps: | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps |

| | | | | |
|---|---|---|---|---|
| systematizing the advanced features for iready, training | Analyze student work and plan instructional strategies in response<br><br>Align i-Ready lessons with on-going direct instruction within core and/or intervention block<br><br>Sustain relationships between students and well-supported and well-trained staff.<br>-affective strategies to support the link between emotions and learning<br>Leskoski, Mannix, Roy-April | | | |

Goal 3 - Staff survey

**System Goal alignment** Operational Excellence: Goal 2
**KPI alignment #** KPI #9

**FCCS Goal #3 -** Increase favorable staff-survey responses regarding satisfaction with work-life balance and trust of administrators by five percentage points from the prior year.  Specific targets are listed in the table below.

| Staff Survey Question | % Favorable Response SY 2023 | Goal % Favorable Responses SY 2024 |
|---|---|---|
| "I am satisfied with my work-life balance." | 60.8 | 65.8 |
| "Trust exists between my school leaders and staff." | 80.8 | 85.8 |

**Goal and Checkpoints**

| Question | Prior Year | Goal | Checkpoint 1: End of quarter 1 | Checkpoint 2: End of quarter 2 | Checkpoint 3: End of quarter 3 | Actual |
|---|---|---|---|---|---|---|
| Q1 - Work-life balance | 60.8% | 65.8% | 66.6% | | | |
| Q2 - Trust | 80.8% | 85.8% | 85.7% | | | |

**Data**
Checkpoint 1 - Google Form Survey.  *Note:  "Favorable" = Strongly Agree + Agree*

1. "I am satisfied with my work-life balance."
21 responses



Strongly disagree
Disagree
Agree
Strongly agree

57.1%
9.5%
14.3%
19%

2. "Trust exists between my school leaders and staff."
21 responses



Strongly disagree
Disagree
Agree
Strongly agree

28.6%
57.1%
14.3%

## Rationale :

- 2023 Survey Question 22. "I am satisfied with my work-life balance." 25.9% disagreed, 13.4% strongly disagreed.
  - 2022 46.89% responded in the negative
- 2023 Survey Question 24. "Trust exists between my school leaders and staff." 19.2% responded in the negative.
- In 2022, there were 10 staff resignations: 7 teachers, 1 specialist, 1 support staff, 1 administrator.
- In 2023, there were 5 staff resignations: 3 teachers, 1 support staff, 2 administrators
- We have many .5 positions which only last a short period as people are often looking for full time employment.
- We need to promote healthy work life balance

## Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)

| Action(s) | Staff Responsible | Timeline |
|---|---|---|
| MSDE Survey | Staff | EOY |
| Customized school survey created by leadership team/admin | Admin | Quarterly |
| | | |
| | | |

| Strategy(ies) | Tactics/ Activities to Implement Strategy | Checkpoint #1 | Checkpoint #2 | Checkpoint #3 |
|---|---|---|---|---|
| • Increase visibility of Admin<br>• Increase trust and positive feelings between staff and admin. | • Institute no emails after 5:30 policy<br>• Visit classrooms for non observation (5x per week)<br>• Notes / cards for teachers / staff (5x per month) | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps: | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps |

Goal 4 - Staff engage parents

**System Goal alignment** Stakeholder Engagement: Goal 4
**KPI alignment #** KPI #14 ·

**FCCS Goal #4 -** Staff will engage a minimum of two families per week on average in communication (emails, schoology messenger, and/or phone calls) concerning academic, social-emotional, and/or behavioral issues (positive or addressing challenges).

| Goal family engagements per week | Checkpoint 1: End of quarter 1 | Checkpoint 1: End of quarter 2 | Checkpoint 1: End of quarter 3 | Average of checkpoints |
|---|---|---|---|---|
| 2 | 39 | | | |

| Rationale | | Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan) | | |
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**Rationale**

**-Stakeholder engagement needs to be addressed:**
We always want the maximum amount of engagement from parents and students in our community so we can continue to explore creative ways to encourage them to attend events, volunteer in the school, use the online grading system to be informed of students grades, read school updates frequently and consistently, and continue attendance in parent teacher conferences.

**-Level of access and ownership with school improvement and how can voices be increased:**
Create more opportunities for parents to be engaged with the school community. Rebooting meet and greet sessions with teachers that are less formal and a chance for parents and teachers to build a stronger working relationship. Possibility of more social events outside of school. Pulling in more teachers to these events.

**Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)**

| Action(s) | Staff Responsible | Timeline |
|---|---|---|
| Instructional staff complete a google form inventory to account for the number of families contacted per week. | Laura Taylor (SIP chair) | Will send out about a week before each of the three SIP progress-monitoring checkpoints. |
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| Strategy(ies) | Tactics/ Activities to Implement Strategy: | Checkpoint #1 | Checkpoint #2 | Checkpoint #3 |
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| Create events students and community members are interested in attending.<br><br>Create a positive environment that people | Track attendance at school wide events, after school clubs, PTC community participation.<br><br>Provide early and consistent | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review: | Date of Monitoring Meeting:<br><br>Summary of Qualitative/ Quantitative Data Review:<br><br>Summary of Next Steps |

| | | | Summary of Next Steps: | |
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| want to be part of by creating positive experiences for all community members.<br><br>Cultivate holistic relationships with parents by **promoting and encouraging attendance at curricular and extracurricular events.** Examples:<br>-Parent Teacher Conferences<br>-Back to School Night<br>-Club Student Participation<br>-Curriculum Nights<br>-Parent Volunteers<br>-Wax Museum<br>-Open House<br>-PTC Committee Participation<br><br>Cultivate holistic relationships with parents through **newsletters/group messages** | communication to community members about events.<br><br>Utilize FindoutFirst, weekly newsletters, and social media to provide event information.<br><br>Incentivize teachers to attend events.<br><br>Sign-in sheets for events<br><br>Online tools (google forms, sign-up genius, Raptor) data Using<br><br>Using new TAC field, Classroom Issues (under Interventions), which can later be merged into referral, if needed. | | | |

**Health & Wellness:** As part of the Comprehensive Needs Assessment, all schools should have completed a Wellness Inventory at the end of 2023. Below are the required Health and Wellness Goals. Goals must support student health and wellness (Nutrition Promotion/Education, Physical Activity and two other goals that impact student and/or staff wellness). Consider using results from the Wellness Inventory to help identify tactics to support the four goals.

| Goals | Tactics to support Goals | Progress Monitoring Checkpoints |
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| Physical Activity Goal #1:<br><br>**We will promote physical activity (above and beyond the instructional program) in our school.** | ❏ **Morning Announcements** Share messages and physical activities to promote the benefits of physical exercise through morning announcements. Each quarter, change the focus of the message. | **Checkpoint #1**<br><br>Create a "Stretch of the Week" Activity to be read and practiced over morning announcements. Teachers can ask for class volunteers to model the "stretch" each day. | **Checkpoint #2**<br><br>For the remainder of quarter 3, we are utilizing a healthy habits calendar with a challenge each day of the month which promotes healthy habits ranging from physical activity to healthy eating. Each day the challenge will be read on the morning announcements. | **Checkpoint #3**<br><br>Family Fitness with Frederick Keys distributed to students to promote regular physical activity for all students K-8.<br><br>Student participation in the Hugh B Nolan Track Meet for grades 4th-8th. |
|---|---|---|---|---|
| **Nutrition Promotion/Education Goal #2:**<br><br>**We will promote nutrition education in our school.** | ❏ **Morning Announcements** Share messages and incorporate choice games to promote nutrition through morning announcements | **Checkpoint #1**<br><br>Promote the usage of reusable water bottles throughout the school day.to promote hydration. | **Checkpoint #2**<br><br>Continued promotion of regular water bottle use by classroom teachers. | **Checkpoint #3**<br><br>Continued promotion of regular water bottle use by classroom teachers. |
| **Other Goal #3:**<br><br>**We will promote student wellness in our school.** | Increase students' ownership of their learning by connecting them to our school wide positive behaviors and virtues. | **Checkpoint #1**<br><br>Continue and enhance the "Virtue of the Month" program to include the "Virtuous Athlete of the Month." This award would highlight an athlete who has displayed the virtues not only in school, but in athletic events. | **Checkpoint #2**<br><br>Athlete of the month added to virtue of the month program and first two participants were chosen and recognized. | **Checkpoint #3**<br><br>Athlete of the month still being selected each month considering expanding the program for next year. |
| **Other Goal #4:**<br><br>**We will promote staff wellness in our school.** | Provide Burn-along and Walking groups afterschool for staff.<br><br>Provide social activities to promote staff wellness and sense of belonging. | **Checkpoint #1** Reestablish a faculty spirit and wellness committee whose purpose would be to plan and implement faculty wellness and social events. Continue to use the weekly staff newsletter as an | **Checkpoint #2**<br><br>Faculty Yoga sessions scheduled with dates noted on the faculty calendar. | **Checkpoint #3**<br><br>Faculty yoga sessions have continued<br><br>Burnalong meetings on Fridays. . |

| | Provide staff with ongoing and consistent recognition and appreciation.  Ensure that staff feel valued through recognition - events, awards, newsletters, oral communication, digital communication. | opportunity for faculty recognition.

Open student practice to faculty and staff for play. | | |
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**Professional Learning Calendar:**  Please provide a link to your PL Calendar or include the date, meeting type, and purpose of meetings that will take place throughout the year. Please consider using faculty meetings to support PL needed.  The PL calendar should reflect the capacity building required to implement your school improvement plan.

*Insert Viewable link here:*  https://docs.google.com/document/d/1XUUthfj9DMo4VVG7HYw1KVtcCeIL3zaRp3eW3sazkJc/edit?usp=sharing