

## Freetown Elementary Section II

### Comprehensive Needs Assessment

#### Reading Sub Charts

MSA Data

Grades	Student category	2005-06				2006-07				2007-08				2008-09				2009-2010			
		B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%
Grade 3	All	27.9	62.3	9.8	72.1	30.9	58.2	10.9	69.1	15.6	73.3	11.1	84.4	21.2	65.2	13.6	78.8	25.0	66.2	8.8	75.0
	Af. Amer.	27.8	63.9	8.3	72.2	42.4	51.5	6.1	57.6	15.4	73.1	11.5	84.6	29.0	57.9	13.2	71.1	30.8	64.1	5.1	69.2
	Hispanic	-	100.0	-	100.0	50.0	50.0	-	50.0	60.0	40.0	-	40.0	33.3	66.7	-	66.7	20.0	80.0	-	80.0
	White	33.3	52.4	14.3	66.7	6.3	68.8	25.0	93.8	-	83.3	16.7	100.0	5.0	75.0	20.0	95.0	13.6	72.7	13.6	86.4
	SPED	20.0	60.0	20.0	80.0	25.0	75.0	-	75.0	33.3	66.7	-	66.7	35.7	64.3	-	64.3	42.9	57.1	-	57.1
Grade 4	All	16.4	65.5	18.2	83.6	14.3	71.4	14.3	85.7	22.9	60.4	16.7	77.1	6.1	75.5	18.4	93.9	15.9	66.7	17.4	84.1
	Af. Amer.	25.0	62.5	12.5	75.0	15.8	71.1	13.2	84.2	31.3	59.4	9.4	68.8	6.9	82.8	10.3	93.1	18.4	73.7	7.9	81.6
	Hispanic	-	66.7	33.3	100.0	-	80.0	20.0	100.0	-	100.0	-	100.0	-	80.0	20.0	100.0	28.6	71.4	-	71.4
	White	5.3	68.4	26.3	94.7	16.7	72.2	11.1	83.3	8.3	58.3	33.3	91.7	8.3	58.3	33.3	91.7	4.6	54.6	40.9	95.5
	SPED	-	80.0	20.0	100.0	22.2	77.8	-	77.8	50.0	50.0	-	50.0	-	100.0	-	100.0	36.4	63.6	-	63.6
Grade 5	All	26.5	42.9	30.6	73.5	31.6	50.9	17.5	68.4	17.5	52.6	29.8	82.5	8.2	55.1	36.7	91.8	8.9	51.1	40.0	91.1
	Af. Amer.	35.7	42.9	21.4	64.3	39.4	48.5	12.1	60.6	14.3	57.1	28.6	85.7	12.1	54.6	33.3	87.9	7.1	57.1	35.7	92.9
	Hispanic	50.0	50.0	-	50.0	50.0	50.0	-	50.0	-	75.0	25.0	100.0	-	100.0	-	100.0	25.0	25.0	50.0	75.0
	White	12.5	43.8	43.8	87.5	15.8	52.6	31.6	84.2	25.0	43.8	31.3	75.0	-	46.2	53.9	100.0	9.1	45.5	45.5	90.9
	SPED	33.3	50.0	16.7	66.7	50.0	33.3	16.7	50.0	20.0	70.0	10.0	80.0	10.0	50.0	40.0	90.0	-	100.0	-	100.0

**2009-2010 AACPS Reading Benchmark results indicate the following sub groups performed at the proficient/advanced and advanced level:**

**Freetown Percentage of Students At or Above Proficiency Level**

Second Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of AA Students Proficient/Advanced	Percent of All Students At Advanced
Benchmark #1	45%	14 %	27%	15%
Benchmark #2	77%	23%	43%	42%
Benchmark #3	76%	22%	42%	41%

Fourth Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of AA Students Proficient/Advanced	Percent of All Students At Advanced
Benchmark #1	58%	18%	28%	10%
Benchmark #2	59%	18%	34%	25%
Benchmark #3	66%	24%	34%	19%

Third Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of AA Students Proficient/Advanced	Percent of All Students At Advanced
Benchmark #1	54%	18%	20%	25%
Benchmark #2	62%	25%	28%	22%
Benchmark #3	72%	27%	38%	11%

Fifth Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of AA Students Proficient/Advanced	Percent of All Students At Advanced
Benchmark #1	55%	20%	31%	27%
Benchmark #2	73%	20%	44%	26%
Benchmark #3	72%	15%	48%	22%

**DIBELS scores from 2009 - 2010 reflect that only 55% of the students' ORF (oral reading fluency) in Grade 2 read at goal.**

Grade 2 DIBELS Oral Fluency Scores	Percent of All Students at Benchmark Score	Percent of White Students at Benchmark Score	Percent of AA Students at Benchmark Score
Fall Benchmark	56%	16%	31%
Winter Benchmark	61%	19%	36%
Spring Benchmark	55%	19%	31%

## Math Data:

Math MSA indicate the following sub groups performed at the basic, proficient/advanced, and advanced level:

Grades	Student category	2005-06				2006-07				2007-08				2008-09				2009-2010			
		B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%	B%	P%	A%	Prof-Adv%
Grade 3	All	14.8	65.6	19.7	85.25	25.5	54.6	20	74.55	6.67	57.78	35.56	93.33	15.15	57.58	27.3	84.85	25.0	50.0	25.0	75.0
	Af. Amer.	16.7	66.7	16.7	83.33	30.3	60.6	9.09	69.7	3.85	61.54	34.62	96.15	18.42	63.16	18.4	81.58	33.3	53.9	12.8	66.7
	Hispanic	-	75	25	100	50	25	25	50	20	80	-	80	16.67	66.67	16.7	83.33	20.0	20.0	60.0	80.0
	White	14.3	61.9	23.8	85.71	12.5	50	37.5	87.5	8.33	41.67	50	91.67	10	45	45	90	13.6	50.0	36.4	86.4
	SPED	20	80	-	80	50	50	-	50	33.33	33.33	33.33	66.67	35.71	64.29	-	64.29	85.7	14.3	-	14.3
Grade 4	All	9.09	63.6	27.3	90.91	11.1	42.9	46	88.89	8.33	47.92	43.75	91.67	2.04	36.73	61.2	97.96	7.3	39.1	53.6	92.8
	Af. Amer.	15.6	62.5	21.9	84.38	13.2	47.4	39.5	86.84	9.68	58.06	32.26	90.32	-	44.83	55.2	100	7.9	50.0	42.1	92.1
	Hispanic	-	66.7	33.3	100	-	20	80	100	-	100	-	100	-	20	80	100	14.3	28.6	57.1	85.7
	White	-	68.4	31.6	100	11.1	44.4	44.4	88.89	-	33.33	66.67	100	-	33.33	66.7	100	4.6	27.3	68.2	95.5
	SPED	20	80	-	80	11.1	66.7	22.2	88.89	25	62.5	12.5	75	33.33	33.33	33.3	66.67	45.5	36.4	18.2	54.6
Grade 5	All	25	55.1	24.5	79.59	20.7	70.7	8.62	79.31	21.05	59.65	19.3	78.95	18.37	63.27	18.4	81.63	11.1	64.4	24.4	88.9
	Af. Amer.	-	57.1	17.9	75	29.4	67.7	2.94	70.59	20	62.86	17.14	80	21.21	66.67	12.1	78.79	14.3	71.4	14.3	85.7
	Hispanic	12.5	50	-	50	-	100	-	100	-	75	25	100	100	-	-	-	25.0	50.0	25.0	75.0
	White	100	62.5	25	87.5	10.5	68.4	21.1	89.47	31.25	50	18.75	68.75	7.69	53.85	38.5	92.31	-	54.6	45.5	100.00
	SPED		33.3	-	33.33	33.3	66.7	-	66.67	40	60	-	60	40	60	-	60	50.0	50.0	-	50.0

2009-2010 AACPS Mathematics Benchmark results indicate the following sub groups performed at the proficient/advanced and advanced level:

Freetown Percentage of Students At or Above Proficiency Level (Gr. 2. 80% Correct, Grades 3-5 75% Correct) - SIP 85%  
 Freetown Percentage of Students At or Above Advanced ( Gr. 2 81% Correct, Gradaes 3-5 84% Correct) - SIP 55%

Second Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of Af Am Students Proficient/Advanced	Percent of All Students At or Above Advanced (81%+ Correct)
Benchmark #1	67	74	59	63
Benchmark #2	82	65	50	74
Benchmark #3	64	74	41	61

Fourth Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of Af Am Students Proficient/Advanced	Percent of All Students At or Above Advanced (84%+ Correct)
Benchmark #1	81	73	79	59
Benchmark #2	56	77	56	31
Benchmark #3	40	43	29	15

Freetown Percentage of Students At or Above Proficiency Level (75% Correct)

Freetown Percentage of Students At or Above Proficiency Level (75% Correct)

Third Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of Af Am Students Proficient/Advanced	Percent of All Students At or Above Advanced (84%+ Correct)
Benchmark #1	58	65	46	39
Benchmark #2	46	52	39	26
Benchmark #3	71	78	64	43

Fifth Grade Benchmarks	Percent of All Students Proficient/Advanced	Percent of White Students Proficient/Advanced	Percent of Af Am Students Proficient/Advanced	Percent of All Students At or Above Advanced (84%+ Correct)
Benchmark #1	44	55	43	29
Benchmark #2	76	82	75	44
Benchmark #3	49	45	45	20

**1. Discuss overall strengths in reading and math.**

**Strengths in reading at Freetown are attributed to the strong emphasis on staff development and resource and grade group planning. Teachers are continually engaged in data analysis to support student learning. Needs are targeted and addressed on a continuing basis by classroom teachers, resource personnel and intervention specialists. Attention is directed to the needs of the students in reading and math. The requirements of the state curriculum are continually addressed.**

**2. Discuss contributing factors for strengths in both subject areas.**

Vocabulary, comprehension, and fluency were targeted as areas of need four years ago. Staff Development focused on targeting vocabulary instruction across the grade groups from Kindergarten through Grade 5. Thinking Maps training has greatly enhanced the students' ability to use the mental models to help support the structure of the story or article. Materials were purchased with Title I funds to use for teachers and students. Differentiated instruction using multiple modalities supports all of our students achieve the stated objectives. Extended Day programs, Saturday school, and the Title I summer program also are contributing factors to support students' learning. Vertical teaming on a quarterly basis has also helped teachers and students. Teachers have been able to view how their former students are performing in reading and math and have been able to assist their colleagues with support. The focus for math grade level planning has been to assist teachers to become more diagnostic in preparing for instruction in math.

**3. Discuss overall weaknesses in reading and math.**

Critical thinking, differentiated instruction, and formative assessment continue to be our foci this year in our school improvement plan. There needs to be more consistency in these areas to meet the needs of all of our students and as such have been targeted as our overall needs in reading and math.

**4. Discuss contributing factors for weaknesses in reading and math.**

In reading, lack of readiness skills, fluency, and vocabulary are the contributing factors. The second grade DIBELS scores in fluency last year were 49%. *Elements of Reading Vocabulary* materials have been purchased this year to use in all of the second grade classrooms to help improve students' fluency as well as additional materials by Tim Razinski. *Elements of Reading Vocabulary* materials are also being purchased this summer for grade 1. *Let's Talk About It!*, materials to engage conversation and to promote thinking skills, have also been purchased for grades K – 3. Lack of a strong development of number sense, continuing difficulty in mastering basic facts, and difficulty in applying critical thinking skills are contributing factors for weaknesses in math. *Do the Math* by Marilyn Burns and *Fasst Math* have been implemented to support our students who need help in number sense.

**Freetown Elementary School**  
*Working together we can make a difference*

**2010 -2011**  
**Executive Summary**

**School Overview**

Proud of its heritage in the northern part of Anne Arundel County, Freetown Elementary has a rich diverse foundation of students that has provided a legacy of achievement. Working together as a school with the community, Freetown Elementary provides opportunities for all its students to meet the State’s proficient and advanced levels of academic achievement. African American (57%), Caucasians (29%), Hispanic (9%), Asians and Pacific Islanders (4%), and Native Americans (1%) comprise our diverse community where all students learn in a safe and caring environment. All of our staff is committed to the mission of making a difference in the life of every child. This learning environment enables each child to do his/her best in all subject areas. We constantly communicate to our children, parents, and one another our high expectations of learning and how all of us must take ownership of our learning. We believe that our staff and faculty are committed to understanding the “whole child” who attends Freetown. We strive to make a difference in the diverse human development stages and environmental conditions of the student population. At Freetown Elementary, our focus is to make sure our children learn and progress daily to meet the academic rigor expected for attaining success. As a Title I schoolwide school, more than 57 % of our students receive free and reduced breakfast and lunch, our ELL population comes from a variety of ethnic backgrounds, and our Special Ed. population including speech comprises 11% of our total population.

Our staff profile is varied in age, experience, and background. While 92 % of our staff is female, 6 teachers are African American women and 40 teachers are Caucasian women. Six staff members have fewer than five years experience, 26 have between 6 – 10 years, 8 teachers have between 11 – 20 years, and 6 teachers have more than 25 years of experience.

**School Reform Strategies**

Based on a variety of documentation and assessment tools including County Benchmarks in reading and math, reading and math unit tests, *DIBELS*, fluency tests from *Open Court*, *Spell Read Data*, *ERI* documentation, IRI’s, Stanford testing for Gr. 2, as

well as the *MSA*, areas of need are targeted, analyzed and addressed in articulation meetings at the beginning and end of each school year, in monthly resource meetings with the administration, in scheduled monthly grade group meetings, and in School Improvement Team meetings. Data indicated that in reading, vocabulary instruction and fluency were areas of need. Using our Title I funds, we addressed these areas of need by providing intensive staff development for the classroom teachers. *Elements of Vocabulary* materials have now been purchased for each classroom in grades 1 – 5. This year grade 1 will not only receive the materials, but also receive staff development on effectively integrating the program into their language arts block. In addition, all of the primary classrooms will have *Let's Talk About It* to encourage children to converse in cooperative groups. Guided reading materials as well as center activities in reading, science, and math have also been purchased for each grade group. Math needs indicated by testing data and teacher assessment include situational problem solving, number relations and computation, algebra, patterns, and functions. *Do the Math* by Scholastic will be available for every grade level as well as the *Marilyn Burns Math Classroom Libraries*. *Fast Math* is also available on twelve computers for students working on their facts. In order to provide opportunities for all of our students to meet proficiency and to excel to the advanced level, schoolwide reform strategies include providing intervention services throughout every grade level. An Interventionist works with identified students in Kindergarten and Grade 1 in reading and math. A Spell Read Technician provides services for students in Grade 2 in reading and an Interventionist works with identified students in reading and math in grades 3-5. Materials include intervention materials from *Open Court* and *EnVision Math* as well as *Voyager* and additional research based support. The Special Education Team also provides services for identified students and an ELL teacher supports students who are learning English. A Talent Development teacher also challenges students at the intermediate level in math who are working at the advanced level.

Extended Day programs, Saturday School, and a four week summer program also help to support student learning by providing additional opportunities such as time and research based supplementary learning materials. Based on the data analysis, the extended programs target specified areas of need using a variety of learning styles to support the identified students. Hands-on science materials were implemented this year for our Extended Day and Saturday school programs to provide a more problem solving approach to learning. The classes were filled with students begging for the opportunity to come to school on Saturday morning to use the science materials. Monitoring procedures are in place to check the students' learning on an ongoing basis through formative assessment. The procedures help our student groups remain flexible to meet the needs of our students.

Integrating Thinking Maps, formative assessment, and differentiation into our day- to- day instruction are the staff development foci this year. Technology workshops will continue to help teachers effectively use our smartboards, senteos, and airliners for instruction this year. Learning to use the senteos during instruction will provide teachers with different opportunities to use formative assessment in identifying children's needs and a direction for differentiated classroom instruction.

### **Instruction by Highly Qualified Teachers at “High Need” schools**

At Freetown Elementary, all of the educators are assigned to grade levels and classes where they are certified “highly qualified” to teach. Administrators review the teachers’ certifications and endorsements from Human Resources to verify the required designation. Documentation is required at our Monitoring Visit by the Title I office. Building teacher capacity through professional development is ongoing at Freetown. Currently two teachers are working on their National Board certification and three teachers are currently engaged in the certification process for administration. Three teachers have already completed their administrative certification.

### **Strategies to Attract High-Quality Highly Qualified Teachers to “High-Need” Schools**

Attracting high-quality highly qualified teachers to “High-Need” schools is essential to provide an equitable plane to meet success for all students. Strategies implemented at Freetown to attract high-quality highly-qualified teachers include using Title I monies to fund professional development opportunities to build teacher capacity as well as funds to support instruction. Additional personnel are also available to support struggling students. Teaching staff turnover is very low at Freetown; only two teachers left this year. One is on extended leave with her family and one moved to a school closer to her home. The teachers at Freetown choose to come here. They enjoy the intrinsic rewards as well as the challenges when they see their students and parents achieve success.

Freetown is a **PBIS** school where “Dolphin” Dollars help keep children motivated to follow the school rules. Expectations for appropriate behaviors are clearly defined as well as the consequences for inappropriate behavior. The administrators, teachers, and staff strive to provide a school culture that reflects the 3 R’s: Respect, Responsibility, and Ready for Learning.

### **Ongoing Professional Development**

Ongoing staff development provides opportunities for increasing teacher capacity. Funds are available for staff to attend workshops and conferences in the areas of reading (*SoMIRAC*), math (*NCTM*), *MAG*, climate (*Ruby Payne*). This year several teachers are attending workshops this summer to support guided reading and writing in the curriculum. Staff development for 2010 - 2011 includes Integrating Technology into the Classroom (August – December 2010), Differentiation, Formative Assessment, Cultural Proficiency (September 2010 – June 2011), Reading, Writing, & Conversation Part III (September 2010), Elements of

Vocabulary Implementation in Grade 1, Facts Fluency (September 2010 – March 2011), and Problem Solving (September 2010 – May 2011). Our cluster initiative is “*College Bound*” and a Freetown team is also attending the *No Excuses University* training in August.

### **Strategies to Increase Parent Involvement**

Parent Involvement is an ongoing outreach project. Members of the Freetown Parent Advisory Group meet four times a year to monitor our Parent Involvement Plan as well as support the scheduled programs. Parents met in June to help develop the plan for the 2010 – 2011 school year. Suggestions have been made to continue Reading and Math Nights and to also include performances such as Dance, Physical Fitness Programs, Instrumental, or Magic presentations. Parents also suggested including Game Night, creating a poetry book about Freetown, programs involving Internet Safety, Dealing with Gangs, Bullying, Learning How to Get the Most out of the School System, Study Skill Workshops, Computer Workshops, Sharing Cultural Experiences, Looking to the Future (the College Culture), and Parent Forums to speak out on issues concerning the community and school

The WATCH D.O.G.S. group has also been sharing their experiences with other schools who are interested in initiating a WATCH D.O.G.S. program. They plan to be even more involved at Freetown in 2010 -2011. They have reviewed the daily schedule for the WATCH D.O.G.S. and suggested very constructive ideas to make our program more effective. We are very proud of our Freetown members volunteered their time at school this year. The presence of a male role model made a positive difference in the cafeteria and during the morning routines this year.

Parents and Community Members are also on the CAC, PTA, and the Title I Parent Engagement Committee (PEC). The AKA Sorority has been providing tutoring and classes in Financial Literacy on Saturdays during the school year.

### **Plans for Assisting Preschool Children in Transitioning to Kindergarten and from Elementary to Middle School**

Plans for assisting Preschool Children to transition from Early Childhood Programs to Elementary School Programs occur in the spring and fall. This spring, kindergarten teachers visited the Head Start program at Freetown Village and the teachers from Head Start in turn visited the classes at Freetown bringing their students to see the school. Establishing a bridge between the two schools provides a support system for the students transitioning into Kindergarten. Two of our early childhood teachers also attended the *Learning at 5* training in April and that will be implemented this fall. Pre K teachers also conduct Parent Interview Conferences prior to the beginning of school. Materials are provided for the Pre K students to visit Kindergarten classrooms to support the transition process. Maryland Model for School Readiness grant funds for two hour articulation sessions for Title I teachers in PreK – Grade 1.

At the other end of the hall, students in grade 5 also have the opportunity to visit middle school near the end of the school year. Teachers and guidance counselors also work with the students to support a smooth transition to sixth grade by visiting the middle schools. Guidance counselors and the county reading teacher also collaborate with the middle school staff to provide a seamless transition for the students.

### **Measures to Include Teachers in Decision-making**

To insure that teachers have input in decisions regarding data and instructional programs, each grade group leader is a member of the School Improvement Team. Grade Level Teams also meet monthly with the math and reading resource personnel to share information on individual student achievement and the effectiveness of the instructional programs. Teachers also have the opportunity to analyze their students' performance by ongoing formative assessments and reflection sheets to help monitor student progress.

Continually reviewing data ensures that students do not slip "through the cracks". Monitoring student progress on an ongoing basis provides information for flexible grouping and differentiation to meet the students' needs. Benchmark scores in reading and math are also turned in to the resource teachers at the end of each unit to help give another snapshot of student progress.

Funds from a variety of sources support the students at Freetown Elementary. The P.T.A. at our school supports the Drama Club and Dance Club as well as providing funds for many of our cultural arts programs. Most of our funding is received from Title I funds as a schoolwide school, however, local funds do support our students by transporting them for the Extended Day, Saturday programs, and Summer School programs.