



## 2022-2023 SIIP/ESSER At-a-Glance

### Freedom Hill ES Region 2 Dr. Nicholas Zapadka, Principal

<b>English Language Arts</b>
<b>Outcome:</b> Ensure students are making sufficient progress to be on grade level in English Language Arts.
<b>Goal:</b> <ol style="list-style-type: none"><li>By the end of the 22-23 school year (70%) of English Learners will meet grade level expectations on PALS-K.</li><li>By the end of the 22-23 school year (100%) of English Learner students in grades 1-6 will meet their typical growth target on iReady or make progress on the VGA/SOL.</li></ol>
Strategy 1 <i>(Tier 1) All students will have access to increased time dedicated to foundational skills instruction and practice (print concepts, phonological awareness, phonics, word recognition, and fluency) in the core language arts block.</i>
Strategy 2 <i>(Tier 2) Ensure targeted practice opportunities for every student and additional time for those students who need more practice.</i>
Strategy 3 <i>(Tier 3) Use evidence-based intervention resources aligned to the Science of Reading to provide literacy intervention to identified students (HB 1865).</i>
<b>Mathematics</b>
<b>Outcome:</b> Ensure students are making sufficient progress to be on grade level in Mathematics.
<b>Goal:</b> <ol style="list-style-type: none"><li>By the end of the 22-23 school year (70%) of English Learners will meet grade level expectations on EMAS.</li><li>By the end of the 22-23 school year (100%) of English Learner students in grades 1-6 will meet their typical growth target on iReady or VGA.</li></ol>
Strategy 1 <i>(Tier 1) Build capacity in providing differentiated and scaffolded Tier I instruction (Math workshop, ST Math, small group instruction).</i>

For additional information regarding this School Plan, please contact the school principal.



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**Strategy 2**

*(Tier 2) Implement small group instruction using AVMR, Do the Math, Elementary Mathematics Progressions, and/or Teaching Number in the Classroom with 4-8 Year Olds resources to reteach essential standards.*

**Strategy 3**

*(Tier 3) Implement small group instruction that targets foundational mathematics skills (e.g., counting, multiplication & division)*

**Wellness**

**Outcome:** Ensure students feel safe, included, and supported in the school environment.

**Goal:**

*By EOY 2022-23, all teachers will be trained in and incorporating a Responsive Classroom Morning Meeting, and will be knowledgeable of how students can be referred for Tier 2/3 SEL interventions in our school. Favorable student responses to the well-being domain on the social emotional screener will increase by 20%.*

**Strategy 1**

*FH students will have dedicated time each day for Tier I SEL practices and learning*

**Strategy 2**

*FH students will have access to targeted Tier 2/3 SEL supports as needed*

**Portrait of a Graduate (POG)**

**Outcome:** All students will complete a POG Presentation of Learning (POL) by 2025-26.

**Goal:**

*By the end of SY 2022-23:*

- 1. 100% of students will demonstrate growth (scores increasing by at least one point per criterion) within the POG attribute of "Communicators" using POG self- reflections scored with the reflection on POG skill growth rubric given at the end of the year.*
- 2. 100% of grade 5 students will complete a POG POL in which they reflect on growth within the POG POL will be scored using the FCPS POG POL rubric and data will be documented and kept in the students' files.*

**Strategy 1**

*Ensure that the POG attributes are embedded in various aspects of our school community, to include staff professional development, teacher planning, student work, and community outreach.*



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### Strategy 2

*The grade level implementing POG POL (5th) will be provided with ongoing professional learning and support related to artifact collection and presentations.*