Wicomico County Public Schools

2024-2025

School Improvement Plan

Fruitland Intermediate School

Tara Parsons, Principal

September 26, 2024

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Instructional Leadership Team

To include but not limited to school admin, classroom teachers, parent(s), special area teachers and support staff

Member	Title / Position ccv
Tara Parsons	Principal
Tawanda Small	Assistant Principal
Megan Franco	Co-Chair (Grade 4-ELA/SS)
Kaliyah Kibler	Co-Chair (grade 5-Math/Sci)
Tori Sample	School Counselor
Kate Acon	Special Education
Kristen McKim	ELA Coach
Laura Becker	Math Coach
Holly Hatton	Central Office
Brittany Underwood/Courtney Feeney	ESOL Teacher(s)
Kacie Robinson	3rd Grade (Math/Sci)
Jessica Miller	Reading Interventionist
Traci Yerkes	Media Specialist/Special Areas
Emmaline Pitoniak	Classified Staff
Kate Acon (Grade 5) and Megan Franco (Grades 4)	Parent Representatives
Braxton Clark	Community School Coordinator

Wicomico County Public Schools

District Mission Statement

The mission of the Wicomico County Public School (WCPS) system is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

Vision Statement

Our vision is to educate each student to his or her full potential.

We Aspire to Be:

- a public school system rooted in a culture of respect, transparency, and collegiality; where trust, the quality of relationships, and empowerment are clearly understood to be the foundation for success.
- a public school system committed to safe schools; created through a careful balance of clearly communicated and enforced expectations and an atmosphere where students know that teachers and administrators believe in them.
- a public school system dedicated to meeting the needs of each student from the most gifted to the most challenged; focusing on early literacy, student engagement in authentic problem solving, innovative instruction that encourages creativity, and preparing students with 21st century skills necessary to successfully enter college or the world of work.
- a public school system our community believes in - where teachers compete for jobs, employers compete for well-prepared graduates, families choose to live, and businesses aspire to relocate because of its reputation built upon the pursuit of excellence in providing an outstanding education for our community's students.

District Strategic Priorities

- Ensure that students in Wicomico County Public Schools are reading on grade level by Grade 3.
- Ensure that students graduate from Wicomico County Public Schools college and/or career ready.
- Ensure a high performing workforce.
- Ensure that all schools are safe for student learning.

Educational Equity Policy

It is the policy of the Wicomico County Board of Education to ensure the success of each student in our school system, regardless of a student's ability (cognitive, social, emotional, and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economic status.

Wellness Statement

The goal of the Staff Wellness Plan is to improve the quality of health and wellness of employees by meeting their physical and emotional needs. By offering health-promoting programs such as Wellbeats, the Annual Spring 5K, as well as a multitude of programs offered through WellAware, the goal is to meet all needs - physical, emotional, financial, and social - of the employees at the school.

School Mission and Vision Statements

Our Mission Statement:

Fruitland Intermediate School's mission and goals highlight a strong commitment to student growth, safety, and positive school culture. Emphasizing learning, self-image, challenge, and a safe, nurturing environment which creates a well-rounded foundation for student success.

Our Vision Statement:

We strive to be a school that fosters a supportive learning environment and offers a challenging curriculum designed to guide each student in reaching their fullest potential.

School Summary

Title I schools complete all columns. Non-Title 1 Schools only complete for 23-24 and 24-25

School Enrollment Information:

Grade Range:	2021-2022		2022-2023		2023-2024		2024-2025	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment					350		342	
Hispanic					42	12%	45	13%
Black					98	28%	88	26%
White					159	45.4%	160	47%
Asian					12	3.4%	11	3%
Native American					2	>1%	0	0%
Two or more Races					35	10%	35	10%
English Language Learners					36	10.3%	46	13%
Homeless							19	6%
Foster Care					0	0%	0	0%
Free and Reduced Meals (FARMS)					192	54.9%	196	57%
Attendance Rate *(as of 6/1)*					360	94.1%	342	88.68%

Title I Program Designation: _____ Schoolwide _____ Targeted Assistance **_X_** Non-Title 1

School Faculty and Administration

Title I schools complete all columns. Non-Title 1 schools only complete for 24-25

	2021-2022	2022-2023	2023-2024	2024-2025
# Administrators			2	2
# General Education Teachers			18	18
# Special Education Teachers			5	5
# Special Area Teachers	___Art ___Media ___Music ___PE	___Art ___Media ___Music ___PE	_1.5_Art __1_Media _1__Music __2_PE/Health	_1.5_Art __1__Media __1_Music __2__PE/Health
# Coaches	___Literacy ___Mathematics ___Technology	___Literacy ___Mathematics ___Technology	__1_Literacy _1_Mathematics _1__Technology	_1__Literacy _2__Mathematics __0__Technology
# Instructional Assistants	___Kindergarten ___Other ___Prekindergarten	___Kindergarten ___Other ___Prekindergarten	___Kindergarten __7_Other ___Prekindergarten	___Kindergarten _12_Other _N/APrekindergarten
# Intervention Staff	___Literacy ___Mathematics ___Prekindergarten	___Literacy ___Mathematics ___Prekindergarten	__1_Literacy ___Mathematics ___Prekindergarten	_1__Literacy _0__Mathematics _N/A Prekindergarten
# Resource Staff	___Counselor ___Dean of Students ___Social Worker ___Student Advisors	___Counselor ___Dean of Students ___Social Worker ___Student Advisors	_1.5__Counselor ___Dean of Students _1__Social Worker __1_Student Advisors	_1.5__Counselor __0_Dean of Students __1_Social Worker __1__Student Advisors

# Other Faculty Support	___Family Service Coordinator ___Program Coordinator	___Family Service Coordinator ___Program Coordinator	_0__Family Service Coordinator ___Program Coordinator	_1__Community School Coordinator ___Program Coordinator __1.5_ESOL Teachers

Community Schools

Community schools (CS) serve as hubs that bring families, communities, and partners together to remove barriers to learning. Using an asset-based approach, community schools strive to strengthen connections to generate improved student outcomes. While all schools provide support to students, community schools work in collaboration with community partners, local governments, and other stakeholders to provide wraparound services that address barriers to learning and success. Community schools leverage the power of neighborhoods through asset-based approaches that strengthen the connections between home, school, and communities and create change for the people that they serve.

The Blueprint for Maryland's Future legislation provides Concentration of Poverty Grants for personnel and wraparound services in community schools and requires needs assessments and implementation plans to be submitted to the Maryland State Department of Education.

(MSDE, 2024)

https://marylandpublicschools.org/about/Pages/DSFSS/Community-Schools/Index.aspx

MSDE Community Schools Assets and Needs Assessment Link

Needs Assessment 2024-2025

Priority Area #1: ESSA Category - Academic Achievement/Progress: Literacy **District Literacy Vision** Wicomico County Public School's literacy instruction is relevant, purposeful, and explicitly taught with high expectations for all students. Each student is provided the opportunity to develop **foundational skills**, build **knowledge and vocabulary** through interacting with **complex texts**, and engage in **evidence-based writing** to become lifelong readers, writers, and communicators.		
Data Source		

I-Ready Typical Annual Growth 23-24

2023-24 iReady Met Annual Typical Growth - Fruitland Intermediate		
Student Group	Percent Met	Test Takers
All Students	62.90%	345
American Indian	50.00%	2
Asian	81.82%	11
Black/African American	58.33%	96
Hispanic/Latino	64.29%	42
Hawaiian/Pacific Islander	0.00%	1
Two or More Races	45.45%	33
White	68.13%	160
Economically Disadvantaged	59.38%	192
Special Education	42.55%	47
English Learners	69.44%	36
Female	58.66%	179
Male	67.47%	166
Grade 3	61.39%	101
Grade 4	63.16%	114
Grade 5	63.85%	130

I-Ready Spring 2024 Performance Band Data

Assessment Name	Type	# Students Tested	# Students Without Data	Mid or Above Grade Level		Early On Grade Level		1 Grade Level Below		2 Grade Levels Below		3 or More Grade Levels Below		At or above RTI Target		Below RTI Target	
				# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band
i-Ready Diagnostic 1 Bands (2023-2024) (41393#) (10/16/2023)	District Diagnostic	308	25	20	6.49	58	18.83	114	37.01	72	23.38	44	14.29	78	25.32	230	74.68
i-Ready Diagnostic 2 Bands (2023-2024) (41394#) (01/01/2024)	District Diagnostic	313	20	51	16.29	71	22.68	106	33.87	50	15.97	35	11.18	122	38.98	191	61.02
i-Ready Diagnostic 3 Bands (2023-2024) (41395#) (04/15/2024)	District Diagnostic	320	13	88	27.50	81	25.31	79	24.69	44	13.75	28	8.75	169	52.81	151	47.19
	Total :	941	58	159	16.90	210	22.32	299	31.77	166	17.64	107	11.37	369	39.21	572	60.79

KEY TAKEAWAYS

- ML students 69.44% met their target.
- Male students outperformed female students by 8.81%.
- SPED is still the lowest performing subgroup.
- There is a noticeable achievement gap between African American and white students.
- The number of students meeting their growth targets remained consistent across each grade level.

Priority #1 SMART Goal(s): ELA

1. 85% of our students will meet their projected growth target as identified on the i-Ready Reading assessment from their Spring 2024 diagnostic to their Spring 2025 diagnostic.

Data Statements to Support Priority #1 SMART Goal(s)

62.9% of our entire student population met their projected growth target on the I-Ready Reading assessment during the 2023-24 school year. 85% represents a 22.1% increase for our entire student population.

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)
1-1.1 When classrooms are equipped with technology such as: Learning A-Z, Epic, NewsELA, ReadWorks, and Imagine Learning, then students will increase reading and typing fluency and reading comprehension.
1-1.2 When students who are identified as high performing learners are provided with enrichment opportunities through classroom enrichment, TAD, and enrichment pull out once a cycle students will be provided with instructional strategies that enhance critical and creative thinking skills as well as problem solving, communication, and leadership skills.
1-1.3 When PLC's are used to analyze school-based, grade-level, and classroom data, then teachers are able to identify individual students' academic needs and plan targeted instruction.

1-1.4 When the Reading Intervention Teacher participates in weekly PLCs and monthly RTI meetings to discuss students who are identified as reading significantly below grade level (2 or more),then a collaborative plan is developed to monitor the progress and implementation of strategic intervention services that supports the increased reading success of the students identified.
1-1.5 When homework is tailored to meet students' individual needs, then students overall literacy fluency improves. By using differentiated texts that incorporate home language connections, the ML (Multilingual) teacher can help ML students enhance their fluency.
1-1.6 Paraprofessionals will participate in professional development provided by the County to better assist the classroom teacher with integrating instructional strategies.
1-1.7 General Education Teacher, ML teachers, and SPED teachers will work collaboratively to determine how instruction should be scaffolded within the classroom to support student needs.
1-1.8 Students are given the opportunity to participate in before school tutoring with the Reading Intervention teacher to supplement instruction.
1-1.9 JHU Boundless Learning Co-teaching Program will be utilized in the classroom to focus on differentiated and specially designed instruction to address the individual needs of students by the General Education Teacher and SPED teacher.

Ongoing Data Monitoring Priority #1

Date	Data	Explanation & Needed Adjustments
9/26/24	iReady Fall 2024 diagnostic	IReady Data Slides 6-8
October 2024	Data Dives	Strengths: phonics, writing stamina Weaknesses: Vocabulary (context clues), comprehension of informational text.
1/30/25	iReady Winter 2025 diagnostic	iReady Data Slides 10-15
6/12/25	iReady Spring 2025 diagnostic	iReady Data Grade 3 showed most typical growth with 72% of their students meeting typical growth. As a school we will need to look at Grade 5 and target this group for next school year.

Evidence for Literacy Programs:	Grade Level
Literacy Frameworks are aligned to Maryland College and Career Readiness Standards (MDCCRS) and structured literacy focused on systematic and explicit teaching. Reading Foundational Skills, Reading Vocabulary/Comprehension/Fluency, Writing/Language, and Speaking and Listening are the pillars provided daily for all students.	**K-5**
The *Fishtank* curriculum is a comprehensive curriculum that engages, challenges, and inspires students into critical readers, writers, and thinkers. It is grounded in the best practices for teaching and learning, built around rigorous objectives and highly rated by EdReports for alignment to standards. Through the curriculum students master grade-level content, solve critical problems, and discuss complex ideas. The curriculum is designed around the following guiding principles: ***Building knowledge to nurture critical thinking** ***Centering diverse, relevant, and rigorous texts** ***Prioritizing student voices and ideas to build legacy** ***Learning to write, writing to learn** ***Preparing teachers to support students**	**K-5**
***Heggerty* curriculum is phonemic awareness lessons taught daily with explicit teacher modeling and scaffolded support, for teachers to see improvement in students' reading, spelling and writing, as the students learn to hear the sounds in words. Bridge the Gap is an intervention for students in 2nd grade and above. to be used in small groups with students who struggle to decode words automatically.**	**PREK3-1st grade**
***95 Phonics Core Program* leads to student mastery of critical early literacy skills through systematic and explicit word study and spelling instruction in grades K-3.**	**K-4**
***95% Intervention* includes Phonological Awareness Kits, Phonics Chip Kits, Phonics Lesson Library, Multisyllable Routine Cards., and The Comprehension Toolkit. Phonological Awareness Lessons are sequences in order from the simplest syllable skills with compound words to the most complex phoneme substitution tasks. Phonics Chip Kits help teachers explain phonics patterns using manipulatives and sound-spelling mapping. Phonics Lesson Library is an extensive phonics intervention program. Multisyllable Routine Cards are designed to help students solve the mystery of multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The Comprehension Toolkit provides an intervention for students in intermediate grades struggling with comprehension. 6 major comprehension strategies are taught in order: connecting, questioning, predicting, imaging/visualizing, inferring, and synthesizing.**	**K-5**

Connect4Learning (C4L) **uses a project-based approach, in which children work toward a larger goal, through high-interest learning centers that support and extend children's growing understandings in social-emotional skills, science, literacy, and mathematics, which are all a fundamental part of daily lessons.**	**PREK4**
iReady is an online learning environment designed to assess students and provide individualized instruction in reading through phonological awareness, phonics, comprehension, and vocabulary lessons.	**K-5**
JHU Boundless Learning Co-teaching Program is designed to strengthen co-teaching partnerships and direct teachers' efforts toward using instructional and behavioral practices that promote increased performance among all students, including students with disabilities.	**3-5**

Priority Area #2: ESSA Category - Academic Achievement/Progress, Mathematics	
Data Source	

MAP Typical Annual Growth 23-24

2023-24 MAP Fall to Spring Met Projected Growth - Fruitland Intermediate		
Student Group	Percent Met	Test Takers
All Students	80.35%	346
American Indian	50.00%	2
Asian	90.91%	11
Black/African American	69.79%	96
Hispanic/Latino	64.29%	42
Hawaiian/Pacific Islander	100.00%	1
Two or More Races	81.82%	33
White	90.06%	161
Economically Disadvantaged	74.09%	193
Special Education	71.74%	46
English Learners	72.22%	36
Female	84.92%	179
Male	75.45%	167
Non-Binary		0
Grade 3	86.14%	101
Grade 4	82.46%	114
Grade 5	74.05%	131

MAP Spring 2024 Performance Band Data

Assessment Name	Type	# Students Tested	# Students Without Data	High		HiAvg		Avg		LoAvg		Low		At or above RTI Target		Below RTI Target	
				# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band	# In Band	% In Band
MAP Assessment Data Band 1-Fall 2023 (41390#) (11/01/2023)	District Diagnostic	308	25	16	5.19	56	18.18	65	21.10	72	23.38	99	32.14	137	44.48	171	55.52
MAP Assessment Data Band 2-Winter 2024 (41391#) (01/01/2024)	District Diagnostic	313	20	30	9.58	75	23.96	76	24.28	58	18.53	74	23.64	181	57.83	132	42.17
MAP Assessment Data Band 3-Spring 2024 (41392#) (04/01/2024)	District Diagnostic	320	13	70	21.88	83	25.94	49	15.31	50	15.63	68	21.25	202	63.13	118	36.88
	Total :	941	58	116	12.33	214	22.74	190	20.19	180	19.13	241	25.61	520	55.26	421	44.74

Additional Data

KEY TAKEAWAYS

- Over 80% of all students met their annual typical growth target.
- Female students out performed male students by almost 10%.
- Over 80% of students in Grades 3 and 4 met their projected growth.
- Achievement gap between African American, Hispanic students and White students.
- 70% of SPED students met their growth target.

Priority #2 SMART Goal(s): Math

1. The percentage of all students reaching their Annual Projected Target Growth will increase from 80.35% in Spring 2024 to 90% in Spring 2025 as measured by the MAP Assessment.

Data Statements to Support Priority #2 SMART Goal(S)

80.35% of our entire student population met their projected annual growth target on the MAP mathematics assessment during the 2023-24 school year. 90% represents a 10% increase for our entire student population.

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)
2-1.1 Through MSDE's State Personnel Development Grant, general educators and SPED teachers in grades 4 and 5 will create specially designed instruction and use SEL strategies to meet needs of students with disabilities.
2-1.2 When PLC's are used to analyze school-based, grade-level, and classroom data, then teachers are able to identify individual students' academic needs and plan targeted instruction.

2-1.3 Teachers use assessment check ins, informal observation data, Savvas Envision Topic Assessments, and eDoctrina formative assessments data, then the data will be analyzed and used to choose WIN groups for students.
2-1.4 Teachers implement the Bar Modeling, part-part whole, and additional template strategies when solving problems on a regular basis, students will have a better understanding of how to solve problems using number sense.
2-1.5 Teachers implement daily math meetings and number talks, then students will have the opportunity to share multiple problem-solving strategies and student's problem-solving skills, number sense, and fluency will improve.
2-1.6 Teachers model and implement sentence frames during small and whole group instruction, then all MLs of all proficiency levels will improve specific language structures and engage in real-world problem-solving strategies.
2-1.7 When students who are identified as high performing learners are provided with enrichment opportunities through classroom enrichment, TAD, and weekly pull out enrichment students will be provided with instructional strategies that enhance critical and creative thinking skills as well as problem solving, communication, and leadership skills.
2-1.8

Ongoing Data Monitoring Priority #2

Date	Data	Explanation & Needed Adjustments
9/26/24	MAP Fall 2024 diagnostic	MAP Data Slides 9-12
October 2024	Data Dives	Strengths: Numbers in Base Ten and Operations in Algebraic Thinking Weaknesses: Word problems, fluency, geometry, and measurement & data.
2/12/25	MAP Winter 2025 diagnostic	MAP Data Slides 6-9
6/12/25	MAP Spring 2025 diagnostic	

Evidence for Math Programs:	Grade Level
enVision Mathematics combines problem-based learning and visual learning to deepen students' conceptual understanding. The program features comprehensive differentiated instruction and intervention support to allow access for all students. The program's balanced instructional model provides appropriate scaffolding, differentiation, intervention, and support for a broad range of learners, and is designed to facilitate conceptual understanding of mathematics for students at a range of learning levels.	K-5
Dreambox is a standards-based online platform that gives students targeted and individually designed math instruction based on their level of understanding in the domains of operation and algebraic thinking, number and operations, measurement and data, and geometry.	K-5
BrainingCamp is a powerful and easy-to-use online math manipulative resource for teachers and students. It allows students to show concrete understanding and higher-order thinking while engaging in math lessons.	K-5
State Personnel Development Grant will be used to support Local Education Agencies (LEAs) in the design and implementation of evidence-based mathematics instruction and social-emotional supports to narrow opportunity and achievement gaps for learners with disabilities.	4 & 5
Math Fact Lab is a strategy-based math fact program, helping students to build number sense as they develop a deep understanding of the basic math facts. Students practice the basic math facts with a multitude of models: number lines, ten frames, rekenreks, bar diagrams, dice, area models and arrays of objects. Through repeated application of a variety of strategies, students develop fluency and automaticity with basic math facts.	1-5

Priority Area #3: ESSA Category - School Quality and Student Success (Attendance, Discipline, School Culture)

Data Source(s)	Data

2023-24 Referrals by Reason

Reason	Referrals
Disruption	51
Attack on Student	31
Disrespect	17
Fighting	13
Personal Health	9
Destruction of Property	5
Theft	4
Class Cutting	3
Attack on Adult	2
Sexual Harassment	2
Threat to Student	2
Alcohol	1

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KEY TAKEAWAYS

- **Highest numbers are referrals were from disruption (this included the bus)**
-

Priority #3 SMART Goal(s): Climate

1. To achieve above a 94% attendance rate for the year.
2. Reduce the number of chronically absent students from 49 in Spring of 2024 to 39 in Spring of 2025.
3. Decrease referrals by disruption from 51 students in Spring of 2024 to 45 students in Spring of 2025.

Data Statements to Support Priority #3 SMART Goal(S)

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)

Strategies and Effective Practices Supporting the Meeting of your SMART Goal(s)
3-1.1 Morning check-ins with students who are targeted as chronically absent with the use of Breakfast Club.
3-1.2 Monthly attendance incentives for students.
3-1.3 Move this World program to provide direct instruction for social and emotional learning.
3-1.4 Monthly incentives in coordination with PBIS, Student of the Month, and Positive Referrals.
3-1.5

Ongoing Data Monitoring Priority #3

Date	Data	Explanation & Needed Adjustments
Weekly (Tuesdays)	Attendance Data	Monthly Attendance data tracking discussed at weekly attendance meetings with our Administration, Community School Coordinator, Home School Liaison, PPW and office administrator.

Coordinated School Initiatives 2024-2025

State Personnel Development Grant will be used to support Local Education Agencies (LEAs) in the design and implementation of evidence-based mathematics instruction and social-emotional supports to narrow opportunity and achievement gaps for learners with disabilities.
JHU Boundless Learning Co-teaching Program is designed to strengthen co-teaching partnerships and direct teachers' efforts toward using instructional and behavioral practices that promote increased performance among all students, including students with disabilities.
Before School ELA and Math tutoring with teachers who volunteer.

Before/After school programs- GLOW, KINGS, Destination Imagination, Lego League, Stock Market, Walking Club.
Hittin' Hoops (Boys) Volleyball (Girls) Grade 5

Appendices:

Link to School's ESSA Report Card for 2023

Link School's ESSA Report Card for 2024 (once available)

PBIS plan 2024-2025

ANA- Community School Assets 24-25