Spring Garden Elementary School

School Improvement Plan
2022 - 2023

School Vision / Mission
Vision Spring Garden Elementary will be a results-oriented collaborative culture focused on continuous learning within a safe and nurturing environment. **Mission** Spring Garden Elementary is a community that works together to help everyone learn and grow.

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

Multiple Pathway Opportunities for Student Success
  ➢ Prepare students to exit CCPS college, career, and community ready.
 	
  ➢ Improve the proficiency level of each student group in ELA and mathematics.
       o Grade 3 Reading
       o Middle School Algebra
       o MCAP ELA Proficiency
       o MCAP Math Proficiency
 	
  ➢ Provide access to a well-rounded, varied, and rigorous curriculum to all students.
       o Under-represented Student Groups in High School Courses

Family and Community Partnerships
  ➢ Demonstrate transparency, trust, and respect.
 	
       o Meaningful, informative, timely, respectful, two-way, and multimodal communication
 	
  ➢ Seek out, welcome, and engage parent and community volunteers to enhance achievement.
 	
       o Outreach to families
 	
  ➢ Partner with local government, businesses, and agencies to support learning.

Successful Workforce
  ➢ Recruit and retain highly qualified and diverse employees reflective of our community.
 	
       o Recruit and retain
 	
  ➢ Provide professional and leadership development for effectiveness and cultural competence.
       o Equitable opportunities for employee growth
 	
  ➢ Promote a culture of continuous improvement

Safe, Secure, Healthy, and Modern Learning Environment

- ➤ Establish a welcoming culture of diversity.
  - o Welcoming, diverse, respectful, and civil culture
- ➤ Promote respect and civility.

- ➤ Collaborate internally and externally to support students' health and well-being.

- ➤ Provide safe and secure schools, facilities, and assets.
  - o Safe to Learn Act
- ➤ Maintain modern schools, facilities, and resources that support the educational program.
  - o Facilities Condition Index (FCI)

School Needs Assessment

Grade	Pre-K	K	1	2	3	4	5
2016 CBA Spring % Scoring 70% or higher	--	--	--	67%	85%	66%	77%
2017 CBA Spring % Scoring 70% or higher	--	--	--	87%	82%	67%	88%
2018 CBA Spring % Scoring 70% or higher				94%	92%	82%	80%
2019 CBA Spring % Scoring 70% or higher				84%	84%	81%	79%
2019 CBA Fall % Scoring 70% or higher				84%	65%	55%	74%
2021 CBA Spring % Scoring 70% or higher				**79%**	**72%**	**80%**	**75%**
2022 CBA Spring % Scoring 70% or higher				**81%**	**62%/67%**	**71%/60%**	**74%/56%**

* The first number is Literary and the second number is Opinion

	Pre-K	K	1	2	3	4	5
2016 CBA Spring % Scoring 80% or higher				54%	43%	58%	63%
2017 CBA Spring % Scoring 80% or higher				76%	74%	57%	67%
2018 CBA Spring % Scoring 80% or higher				84%	77%	64%	60%
2019 CBA Spring % Scoring 80% or higher				69%	73%	59%	65%
2019 CBA Spring % Scoring 80% or higher				75%	42%	30%	55%
2021 CBA Spring % Scoring 80% or higher				69%	53%	73%	60%
2022 CBA Spring % Scoring 80% or higher				**73%**	***45%/52%**	***57%/ 43%**	***54%/39%**

* The first number is Literary and the second number is Opinion

	Pre-K	K	1	2	3	4	5
2016 Assessed Reading Level % Meeting or Exceeding Expectations		99%	94%	94%	85%		
2017 Assessed Reading Level % Meeting or Exceeding Expectations		100%	81%	91%	96%		
2018 Assessed Reading Level % Meeting or Exceeding Expectations		97%	81%	87%	94%		

2019 Assessed Reading Level % Meeting or Exceeding Expectations		97%	80%	84%	95%		
2020 January Assessed Reading Level % Meeting or Exceeding Expectations		90%	77%	85%	93%		
2021 Assessed Reading Level % Meeting or Exceeding Expectations		**65%**	**57%**	**78%**	**93%**		
2022 Assessed Reading Level **% Meeting or Exceeding Expectations**		**85%**	**75%**	**76%**	**82%**		
2016 SRI % Meeting or Exceeding Expectations				74%	73%	74%	81%
2017 SRI % Meeting of Exceeding Expectations				75%	73%	74%	74%
2018 SRI % Meeting or Exceeding Expectations				84%	73%	83%	72%
2019 SRI % Meeting or Exceeding Expectations				60%	85%	85%	85%
2020 January RI % Meeting or Exceeding Expectations				81%	85%	86%	86%
2021 RI % Meeting or Exceeding Expectations				67%	70%	68%	78%
2022 RI **% Meeting or Exceeding Expectations**				59%	61%	71%	71%
2016 PAR-CC % of Students Scoring 4 or 5					43%	59%	56%
2017 PARCC % of Students Scoring 4 or 5					51%	52%	50%
2018 PARCC % of Students Scoring 4 or 5					60%	70%	69%
2019 PARCC % of Students Scoring 4 or 5					70%	68.3%	67.4%

Areas of Need Writing: Spring CBA Literary Writing Scores **% of students scoring a 8 or higher on the Writing Rubric**					
	2021	**2022:** **Informational** **(Informational text)**	**2022:** **Information** **(Literary Text)** **3-5 Spring**	**2022:** **Narrative**	**2022:** **Opinion** **3-5 Spring**
2nd Grade	57%	41%	39%	46%	57%
3rd Grade	46%	38%	39%	49%	59%
4th Grade	56%	37%	54%	43%	66%
5th Grade	55%	58%	43%	51%	76%

Use of Data to Improve First Pass Instruction

For four consecutive school years (2016-2019), the percentage of students scoring 80% or higher on CBA and the percentage of students meeting/exceeding SRI (RI) expectations significantly increased in grades 2-4. However, after 2019 we have noticed our percentages have decreased on these assessments. Analysis of the data and vertical team discussions indicate the need for common formative assessments to make timely instructional decisions regarding deficit areas.

Based on this data and the discussions within our school, it is evident that continued explicit instruction in phonics application as well as higher level comprehension strategies are needed in order to increase student achievement in these areas. In order to improve in these areas, teachers will plan goal oriented whole group and small group instruction with the use of formative assessments and independent practice opportunities to monitor student achievement during first pass instruction. It is important that teachers are consistently using standards-based formative and summative assessment data to determine instructional next steps and implementing a daily plan for the application of standards at the independent level. Students will be given the opportunity to apply reading strategies and increase their reading stamina, as well as analyze multiple pieces of text in order to produce a written response. Staff will work together to plan and implement interventions based on classroom data and monitor those interventions closely.

Writing was greatly affected during virtual learning. Teachers and staff continuing to work this year to provide more direct writing instruction in response to text as well as to write for different purposes: opinion, informative, and narrative writing with a focus on the content areas of Ideas and Organizations. Some of those writing pieces, (completed across disciplines), will be scored collaboratively by teachers using the CCPS Writing Rubric, which will be analyzed to determine next steps for instruction across disciplines.

Mathematics: Percentage of Students Meeting the Standard on CCPS Mathematics Benchmark

Grade	January 2017	May 2017	January 2018	May 2018	January 2019	May 2019	January 2020	May 2021	**January 2022**	**May 2022**
Pre-K	95	95	92	92	92	100	92	87	**90**	**90**
K	94	98	98	98	97	95	90	76	**89**	**92**
1	90	98	81	91	89	97	89	73	**79**	**81**
2	92	90	88	91	73	77	81	72	**53**	**64**
3	67	70	82	89	91	83	71	73	**59**	**75**
4	54	72	67	83	78	85	74	34	**66**	**76**
5	55	57	67	65	76	70	66	47	**34**	**32**

Percentage of Students Meeting or Exceeding Expectations on PARCC Mathematics

	Grade 3	Grade 4	Grade 5
2016 PARCC % of Students Scoring 4 or 5	63%	49%	71%
2017 PARCC % of Students Scoring 4 or 5	67%	52%	53%

	2018 PARCC % of students Scoring 4 or 5	68%	64%	64%	
	2019 PARCC % of students Scoring 4 or 5	80%	76.7%	60%	

The percentage of students that scored 80% or above on the 2021 EOY Mathematics Assessments dropped in grades PK-5. As a result, the goal for 2022 is to increase the percentage of students scoring 80% or above.

Cross-grade level discussions have identified that students have less stamina when working independently and are less successful when asked to apply knowledge independently. Teachers also expressed that opportunities for productive struggle were minimized due to the variety of teaching platforms used (virtual, hybrid, in person) which has resulted in students' lack of perseverance when solving problems. In addition, teachers noticed that even though creating visual proofs is a part of the CCPS curriculum the inability to move from the concrete to pictorial to abstract sequence of instruction negatively impacted the effectiveness of the visual representations as did the limitations on analyzing and critiquing the reasoning/work of their peers.

Data shows that 9% of students with an IEP for Mathematics achieved a score of 80% or above. Creating and implementing a plan to teach prerequisite skills while continuing to move forward with the on-grade curriculum will be a purposeful focus to close this gap. In addition, as a result of varying levels of student participation/engagement during 2020-2021, it is critical that teachers attend to the prerequisite content needed in order for students to move forward with the on-grade level curriculum.

School Improvement Goals to Target Areas from Needs Assessment
1. 90% or more of the students in grades K-2 will demonstrate grade level expectations on Running Records, and 85% or more of the students in grades 2-5 will be reading on grade level according to RI.
2. 80% of students will meet grade level expectations on six of eight identified pieces of writing including CBA for grades 2-5 using the CCPS writing rubrics.
3. The percentage of students scoring 80% or above on the CCPS Mathematics End of Year Assessment in Pre-K through 5th grade will increase. (see chart below).

School Improvement Goal
1. 90% or more of the students in grades K-2 will demonstrate grade level expectations on Running Records, and 85% or more of the students in grades 2-5 will be reading on grade level according to RI.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Teachers will use formative assessment data aligned to the ten literary and informational ELA standards to determine instructional next steps.	September - June	- Quarterly long range plans with specific goals directly related to team identified ELA standards - Teacher tool for academic goal setting and progress monitoring - Teacher lesson plans that include the components of MQI and predetermined formative assessments - Analysis of teacher created/ Wonders assessments (comprehension vs. writing) - 80% or more will score 80% or higher on Teacher Created / Wonders Assessments
1.2 Teachers will provide opportunities for students to independently **APPLY** understanding of content standards during dedicated independent practice time within the ELA block during instruction.	September – June	- Independent Reading Time - Reading Response Journals - Teacher lesson plans/ formative and summative assessments determined during planning - 80% or more will score 80% or higher on Wonders/Teacher Created Assessments
1.3 Grade level teams will plan goal oriented guided reading/flexible groups based on formative assessment data.	September - June	- Student/teacher conferencing notes - Daily lesson plans that include the components of MQI - Conferences/anecdotal notes - Feedback on assignments
1.4 Teachers will work with students to set a goal(s) for increased achievement and a plan for achieving that goal.	September - June	- Plans for unit intervention groups - All students score 80% or higher on the Fundations Unit Tests - All students meet High Frequency word expectations - All students will score 80% or higher on the Carroll County Phonics Assessment for their grade level - All students meet grade level reading level expectations - All students meet grade level expectations for RI
1.5 All teachers will use read alouds to incorporate ….. *Fiction and Nonfiction Notice and Note questioning stances, signposts, and strategies to improve student comprehension of material.*	September - June	- Teacher lesson plans that include the components of MQI - Formative and Summative Assessments

1.6 Teachers will develop interventions to accelerate learning for students who are struggling in the area(s) of; phonological awareness, phonics, sight words, fluency, vocabulary, comprehension, and structural analysis.	September - June	-Students' individualized data will be used to help teachers make instructional decisions and plan effectively. - Reverse Intervention Model - Lexia Data - Use the Plan, Do, Study, Act Cycle

School Improvement Goal		
2. 80% of students will meet grade level expectations on six of eight identified pieces of writing including CBA for grades 2-5 using the CCPS writing rubrics.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Teams will review the components of the CCPS writing rubrics and develop a long range plan for daily writing and how to incorporate the rubric into instruction.	September - June	- Long Range Plan (ie. teams will focus on daily writing opportunities) - Evidence of growth as demonstrated on the progress monitoring tool
2.2 Grade level teams and the ELA Specialist will collaborate to view or develop writing anchors based upon the CCPS writing rubric to guide the planning of daily writing instruction.	Weekly	- Collaborative Grading Sessions - Lesson plans that include the components of MQI - Use of CCPS Writing Rubrics - Students meet grade level standards in each category of the CCPS writing rubric - Samples of writing across disciplines
2.3 Teachers will plan mini lessons based on the grade level writing indicators for Ideas and Organization.	Weekly	- Lesson plans that include the components of MQI - Formative assessments
2.4 Special Education, Advanced Academics & ESOL teachers will collaborate with grade level teams to identify and support areas of need.	Weekly	- Evidence of growth as demonstrated on the progress monitoring tool

School Improvement Goal

3. The percentage of PK and K students scoring **88%** or above and the percentage of 1st - 5th grade students scoring **80%** or above on the CCPS Mathematics End of Year Assessment will increase (see chart below).

	PK	K	1	2	3	4	5
Goal: ___% of students	90	90	90	90	80	80	70
Target Score: ___ % or above	88	88	80	80	80	80	80

In 2021-2022 the percentages for PK and K scoring 88% or above PK **17/20 or 85%** *and K* **54/62 87%**

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Teachers will provide opportunities for students to independently **APPLY understanding** of content standards during dedicated independent time within the math block.	September - June	- Lesson Plans that include an activity for independent application of content - Evidence of student reflections - Formative Assessment: Observation/Interview/Show Me Notes - 80% of students score 80% or above on the Unit Assessments
3.2 Teachers will plan lessons that include the 8 Teaching Practices with a focus on **productive struggle** and **purposefully plan questions** to be used to formatively assess students via student conferencing.	**September - January** focus	- Lesson plans that include the components of MQI with lesson reflection - Student conferencing notes related to planned questions in the lesson - Evidence of student reflections(ie. rating scale, exit ticket, teacher-student conferences) - 80% of students score 80% or above on the Unit Assessments
3.3 Teachers will plan lessons in which students **construct viable arguments and critique the reasoning** of others.	**February - May** focus	- Evidence of diagnostic feedback (ie. checklist, rubric, student conferencing notes) - Evidence of student reflections - 80% of students score 80% or above on the Unit Assessments
3.4 Teachers in grades K-5 will assess the effectiveness of a series of Number Talks based on the same strand/strategy.	September – June	- ALL students have met grade level Fact Fluency Phase expectations - 80% of students score 80% or above on the Unit Assessments
3.6 Teachers will work with students to set a goal(s) for increased achievement and a plan for achieving that goal.	September - June	-Evidence of written goal(s) -Evidence of the plan -Evidence of improvement -80% of the students score 80% or above on the Unit Assessments-
3.7 Intervention (remediation and extensions) will be provided by classroom teacher.	September - June	-Evidence of the Plan, Do, Study, Act Cycle -80% of students score 80% or above on the Unit Assessment