

Spring Garden Elementary School

School Improvement Plan 2023 - 2024

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.
 - Grade 3 Reading
 - Middle School Algebra
 - MCAP ELA Proficiency
 - MCAP Math Proficiency
- Provide access to a well-rounded, varied, and rigorous curriculum for all students.
 - Under-represented Student Groups in High School Courses

Family and Community Partnerships

- Demonstrate transparency, trust, and respect.
 - Meaningful, informative, timely, respectful, two-way, and multimodal communication
- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
 - 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.
 - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
 - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

Safe, Secure, Healthy, and Modern Learning Environment

- Establish a welcoming culture of diversity.
 - 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.
 - Safe to Learn Act
- Maintain modern schools, facilities, and resources that support the educational program.
 - Facilities Condition Index (FCI)

School Needs Assessment

ELA School Needs Data

Grade	Pre-K	K	1	2	3	4	5
Students Scoring 70% or higher on the Spring CBA							
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%
2023 CBA Spring % Scoring 70% or higher				84%/ 82%	68%/59%	62%/56%	70%/75%

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

Students Scoring 80% or higher on the Spring CBA

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%/ 2%	*57%/ 43%	*54%/39%
2023 CBA Spring % Scoring 80% or higher				62% / 69%	53% / 45%	44% / 44%	51% / 59%

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

Assessed Reading Levels

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%		
2023 Assessed Reading Level % Meeting or Exceeding Expectations		91%	81%	74%	91%		

% of Students Meeting RI Expectations

2018 SRI % Meeting or Exceeding Expectations				84%	73%	83%	72%
2019 SRI % Meeting or Exceeding Expectations				60%	85%	85%	85%
2020 January RI				81%	85%	86%	86%

% Meeting or Exceeding Expectations							
2021 RI				67%	70%	68%	78%
% Meeting or Exceeding Expectations							
2022 RI				59%	61%	71%	71%
% Meeting or Exceeding Expectations							
2023 RI				77%	65%	63%	78%
% Meeting or Exceeding Expectations							

MCAP Data 2022-23

2023 MCAP					57%	59%	70%
% of Students Scoring 3 or 4							

Areas of Need Writing: Kindergarten and First Grade

% of students scoring 5/6 or higher on the Kindergarten CCPS Rubric

% of students scoring 7/8 or higher on the First Grade CCPS Writing Rubric

	2022-23: Narrative	2022-23: Information	2022-23: Opinion
Kindergarten	95%	95%	95%
First Grade	76%	63% / 82%	91% / 85%

Areas of Need Writing: CBA Writing Scores

% of students scoring an 8/10 or higher on the CCPS Writing Rubric

	2021-22 Average Scores	2022-23: Informational (Informational text)	2022-23: Information (Literary Text)	2022-23: Narrative	2022-23: Opinion
2nd Grade	46%	64%	39%	64%	71%
3rd Grade	46%	51%	34%	34%	58%
4th Grade	50%	37%	46%	39%	56%
5th Grade	57%	51%	82%	43%	55%

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 to increase student achievement in these areas. 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 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 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	Jan. 2018	May 2018	Jan. 2019	May 2019	Jan. 2020	May 2021	Jan. 2022	May 2022	Jan. 2023	May 2023
Pre-K	92	92	92	100	92	87	90	90	100	95
K	98	98	97	95	90	76	89	92	95	92
1	81	91	89	97	89	73	79	81	87	90
2	88	91	73	77	81	72	53	64	71	68
3	82	89	91	83	71	73	59	75	62	59
4	67	83	78	85	74	34	66	76	51	60
5	67	65	76	70	66	47	34	32	79	76

Percentage of Students Meeting or Exceeding Expectations on MCAP Mathematics

	Grade 3	Grade 4	Grade 5
2023 MCAP % of Students Scoring 3 or 4	59%	50%	58%

When following the data from a group of students from one grade level to the next, the percentage of students that scored 80% or above on the 2022-23 EOY (End of Year) Mathematics Assessments in grades PK and 1-4 dropped, K increased, and 5th grade stayed the same. As a result, the goal for 2023-2024 is to increase the percentage of the students scoring 80% or above based on the 2022-2023 scores.

Cross-grade level discussions have identified that students understand grade level content but make errors based on not being fluent with basic facts. Teachers also expressed that time for students to apply what they have learned was minimized due to pressure to adhere to the curriculum timeline. Discussions also revealed that although grade level teams made some strides towards student goal setting and conferencing, it was not enough to make a sizable impact on student achievement.

SGE data shows that on average 6/26 or 23 % of students with an IEP for Mathematics achieved a score of 80% or above. In addition, 50 students in need of regular extension have been identified. Creating and implementing lessons that include appropriate differentiation levels will be a purposeful focus to close the gap and move students deeper into the content without losing sight of the 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 3-5 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 PK and K students scoring **88%** or above will increase based on 2022-2023 End of Year Assessment data. The percentage of 1st - 5th grade students scoring **80%** or above on the CCPS Mathematics End of Year Assessment will increase based on a grade level's incoming student data (see chart below).

School Improvement Goal

- 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 3-5 will be reading on grade level according to RI.
70% or more of FARMS students will meet the end of the year grade level expectations.

Data from May 2023 K: 91% 1: 81% 2: 74% 3: 65% 4: 63% 5: 78%
2023-2024 FARM students: 40%

Strategic Actions		Timeline	Measures of Success / Desired Performance Level
1.1	Teachers will create lesson plans that include formative assessments aligned to the literary and informational ELA standards with a focus on text evidence.	Sept. - June	1.1 - Teacher lesson plans that include the components of MQI and predetermined formative assessments - Multiple pieces of formative assessment data per standard
1.2	Grade level teams will plan goal-oriented reading instruction for small groups based on formative assessment data.	Sept. - June	1.2 - 80 % of students will score 80% or higher on Teacher Created/ Wonders Comprehension Assessments - Formative Assessment Data: i.e., observational notes, conference notes, feedback on assignments, and anecdotal notes - FUNdations assessments, CCPA, sight words - Assessments aligned to Core ELA components: phonemic awareness, phonics, vocabulary, fluency, comprehension.
1.3	Grade level teachers will identify areas of focus for independent application of a standard(s) and set a goal(s) with students for continuous growth.:	Sept. - June	1.3 Grade level teachers will determine measures of success to monitor student achievement:
PK	RF.PK.3. A Identify letters and sounds within words.		PK - Letter ID assessments will show an increase expectation of letter ID - 8 or more letters in January - 20 or more letters in May
K	RFK.3.C Read common high-frequency words by sight.		K - High Frequency Word Assessments will monitor an expectation of 50 words to an

1	RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
2	RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.
3	RF. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4	RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.

1.4

All teachers will strengthen student comprehension using a read-aloud and incorporating the following:

- *Fiction and Nonfiction Notice and Note stances and signposts*
- *Language structures*
- *Vocabulary*
- *The development of student conversations*

1.5

Collaboration for intervention design and data discussion will occur during Kidtalk/Data meetings.

- Progress monitoring tool with a focus on subgroups

Sept. -
June

Sept. -
June

	increased expectation of 70 words by the end of kindergarten.
1	- Foundations unit tests monitoring % of students meeting 80% or higher
2	- Foundations unit tests monitoring % of students meeting 80% or higher - Alignment document with Foundations Units and CCPA expectations - Small group instructional plan that includes a focused skill, 5 words assessed, and a sentence dictated
3	- Tracking sheets that monitor application of phonics skills per syllable type with a focus on nonsense words
4	- Teacher created assessments will monitor student growth in correctly identifying text evidence that explains what the text says explicitly and inferentially
5	- Teacher created assessments and CBA will monitor student growth when identifying the point-of-view of a narrative text 80% of the time.

1.4

- 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 3-5 will be reading on grade level according to RI.

1.5

- 100 % of students will meet the goal of the intervention. **Grade level teams will collect data to show the success of each intervention on the Record of Implementation Tool.*

<p>1.6</p> <p>Special Education, Advanced Academics and ESOL teachers will collaborate with grade level teams to identify and support areas of need.</p> <ul style="list-style-type: none"> - Progress monitoring tool with a focus on subgroups 		<p>1.6</p> <ul style="list-style-type: none"> - Co-planning and coteaching - Observational checklists and other formal/informal assessments to identify students to pull for extension groups and/or re-teaching groups - Aspire to weekly meetings/check-in or communication
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<p style="text-align: center;"><u>School Improvement Goal</u></p>		
<p>2. 80% of students will meet grade level expectations on six of eight identified pieces of writing including CBA for grades K-5 using the CCPS writing rubrics.</p>		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>2.1</p> <p>Teams will review the components of the CCPS writing rubrics and develop a long-range plan for quarterly writing content and how to incorporate the rubric into instruction.</p> <p>2.2</p> <p>Grade level teams and the ELA Specialist will collaborate to view or develop writing anchors before the writing unit based upon the CCPS writing rubric to guide the planning of daily writing instruction.</p> <p>2.3</p> <p>Teachers will plan mini lessons based on the grade level writing indicators for Ideas and Organization.</p>	<p>Sept. - June</p> <p>Weekly</p> <p>Weekly</p>	<p>2.1</p> <ul style="list-style-type: none"> - Long Range Plan (i.e., teams will focus on daily writing opportunities) - Evidence of growth as demonstrated on the progress monitoring tool <p>2.2</p> <ul style="list-style-type: none"> - Eight to ten grade level writing pieces scored using the CCPS Grade Level Writing Rubric - 80% of students will score 80% or higher on the CCPS Grade level Writing Rubric <p>2.3</p> <ul style="list-style-type: none"> - Teacher lesson plans that include the components of MQI

<p>2.4</p> <p>Special Education, Advanced Academics & ESOL teachers will collaborate with grade level teams to identify and support areas of need.</p> <ul style="list-style-type: none"> - Progress monitoring tool with a focus on subgroups 	<p>Weekly</p>	<p>- 80% of students will score 80% or higher on the CCPS Grade level Writing Rubric</p> <p>2.4</p> <p>Co-planning and coteaching</p> <p>Observational checklists and other formal/informal assessments to identify students to pull for extension groups and/or re-teaching groups</p>
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<u>School Improvement Goal</u>									
<p>3.</p> <p>The percentage of PK and K students scoring 88% or above will increase based on 2022-2023 End of Year Assessment data (see chart below).</p> <p>The percentage of 1st - 5th grade, FARM, and SPED students scoring 80% or above on the CCPS Mathematics End of Year Assessment will increase based on a grade level's incoming student data (see chart below).</p>									
	PK	K	1	2	3	4	5	FARM (current K-5 students)	
2022-2023 End of Year % Meeting Target	90	72	90	68	59	60	76	71	
2023-2024 Goal: ___ % of students	90	80	90	90	80	70	70	80	
Target End of Year: ____% or above	88	88	80	80	80	80	80	80	
Strategic Actions			Timeline						Measures of Success / Desired Performance Level

3.1
Lesson plans will include differentiation based on prerequisite skills and formative assessment.

- Include ideas for extension and extra support in daily lesson plan
- Include regular use and monitoring of online programs for extension and support i.e., DreamBox/Prodigy/Boddle/Splash Learn/XtraMath

3.2
Teachers will create lesson plans that provide opportunities for students to **APPLY** understanding of content and opportunities for productive struggle with a partner/small group and independently.

- At the beginning of unit identify where a math task (CCPS or teacher created) might be appropriate, how it will be used (warm up, lesson activity, closure), and prior to use determine revisions

3.3
Teachers will plan lessons that include the two Practice Standards, **look for and express regularity in repeated reasoning and construct viable arguments and critique the reasoning of others** when teaching **identified content standards related to developing fluency with basic facts.**

K-2: Addition and Subtraction

3-5: Multiplication and Division

5: Identified students for Multiplication and Division

Identify the related Standards for each grade level:

PK	PK.CC. B.4 Recognize number of dots on a 5 and 10 frame (subitize)
K	K.OA.A.4 For any number from 1-9 find the number that makes 10 when added to the given number. K.OA. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation K.OA.A.5 Fluently add and subtract within 5.
1st	1.OA.3 Apply properties of operations as

Sept. - June

Sept. - June

Sept. - June

3.1
PK and K: 84 % of students will score "Independent" on a preselected set of formative assessments for each Unit.
Grades 1-5: ___ % (see chart below) of the students will score 80% or above on Unit Assessments

<i>(cusp students + those who scored 80% or above on the EOY/total number of students per grade level)</i>				
1	2	3	4	5
100%	86%	76%	75%	74%

3.2
Formative Assessment (Observation, Interview, Show Me, Hinge Question, Exit Task, Quiz) aligned with the content focus of the math task(s).

- Rubric (i.e., complete, partial, no understanding or images of happy, flat mouth, sad Face or percentage or got it/did not get it

3.3
Formative Assessment (Observation, Interview, Show Me, Hinge Question, Exit Task, Quiz) **related to the identified standards.**

90% of students will know ___ % (see chart below) of ALL the facts for the grade level

	# of facts
K	125 / 138 = 90%
1	125/138 = 90%
2	61 /68 = 90 %
3	80/100 = 80%
4	90/100 = 90%
5	100/100 = 100 %

	<p>strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction.</p> <p>1.OA.4 Understand subtraction as an unknown addend problem.</p> <p>1.OA.C.6 Add and subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making 10; decomposing a number leading to 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p>	Sept. -June	
2nd	<p>2.OA.3 Determine whether a group of up to 20 objects has an odd or even number of members and write an equation to express an even number as a sum of two equal addends</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies.</p>		
3rd	<p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Commutative, Associative, and the Distributive Property of Multiplication</p> <p>3.OA.6 Understand division as an unknown-factor problem.</p> <p>3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division and the properties of the operations</p>	Sept. -June	
4th and 5th (no prerequisite standards)		Sept. -June	
<p>Instructional strategies will include the following:</p> <ul style="list-style-type: none"> - Intentional regular practice (in school) and assessment - Students using and connecting mathematical representations (concrete to pictorial to abstract) - Teacher use of Building Fact Fluency for Addition/Subtraction or Multiplication/Division - 2nd Grade starts Xtra Math after teaching the strategies, 3-5 start at the beginning of the year 			

3.4
Teachers will identify an area of focus and work with students to set a goal(s) for increased achievement and a plan for achieving that goal.

PK	PK.CC. C.6-Compare sets up to 10 using greater than less than and equal to by using matching and counting strategies.
K	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way. (How many ways can you make 10?)
1	1.OA.C.6 Add and subtract within 20 demonstrating fluency for addition and subtraction within 10.
2	2.OA.2 Fluently add and subtract within 20 using mental strategies. * By end of Grade 2, know from memory all sums of two one-digit numbers.
3	3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division and the properties of the operations
4	School Improvement Action 3.3 90% of students will know 90% of the 100 multiplication facts.
5	Set individualized goals based on student needs during student conferences.

3.5
Collaboration for intervention design and data discussion will occur during Kidtalk/Data meetings.

- Progress monitoring tool with a focus on subgroups

3.6
Special Education, Advanced Academics and ESOL teachers will collaborate with grade level teams to identify and support areas of need.

- Progress monitoring tool with a focus on subgroups

3.4
Student conference notes.
Student data collection.

PK	90% of students will use the language greater than, less than, or equal to when comparing sets.
K	84% of students will be able to write equations to represent the decomposition of numbers less than 10. i.e., Were they able to write $8 + 2 = 10$ as well as $10 = 8 + 2$?
1	90% of the students will be at the reasoning or efficient phase for 90% of the 1 st grade addition and subtraction basic facts
2	90% of the students will be at the reasoning or efficient phase for 90% of the 2 nd grade addition and subtraction facts
3	90% of the students will be at the reasoning or efficient phase for 80/100 multiplication basic facts
4	90% of the students will be at the reasoning or efficient phase for 90/100 multiplication basic facts
5	74% of students score 80% or above on Unit Assessments

3.5
100 % of students will meet the goal of the intervention. **Grade level teams will collect data to show the success of each intervention on the Record of Implementation Tool.*

3.6
Co-planning and coteaching
Observational checklists and other formal/informal assessments to identify students to pull for extension groups and/or re-teaching groups

