

Spring Garden Elementary School

School Improvement Plan

2025-2026

School Vision/Mission

Vision

Spring Garden Elementary School will be a results-oriented collaborative culture focused on continuous learning within a safe and nurturing environment.

Mission

Spring Garden Elementary School is a community that works together to help everyone learn and grow.

**Carroll County Public Schools Vision 2024-2029**

Improve Academic Achievement

- CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.
- CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

Strengthen Productive Family & Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS partners with local government, businesses, and agencies to support student learning.
- CCPS will increase transparency in the public procurement process.

Develop and Support a Successful Workforce

- CCPS recruits qualified candidates for all teacher positions.
- CCPS supports staff to build the Blueprint for Maryland's Future career ladder.
- CCPS recruits and retains diverse employees reflective of our student community.
- CCPS maintains class sizes that support learning.

Provide a Secure, Healthy, & Modern Learning Environment

- CCPS promotes a culture of school security to protect and educate our students.
- CCPS maintains modern schools, facilities, and resources that support the educational program.

## School Needs Assessment

### ELA School Needs Data

Grade	Pre-K	K	1	2	3	4	5
<b>Acadience Composite Score: % Meeting or Exceeding Expectations</b>							
2025		77%	63%	76%	70%		
<b>MAP Growth: % Meeting or Exceeding Expectations</b>							
2025				56%	46%	60%	53%
<b>Students Scoring 70% or higher on the Spring CBA</b>							
2022				81%	62%/67	71%/60%	74%/56%
2023				84%/ 82%	68%/59%	62%/56%	70%/75%
2024				84%/76.8%	60%/69%	71%/4%	58%/62%
2025					68%/82%	82%/79%	90%/66%
<i>* The first number is Literary, and the second number is Opinion</i>							
<b>Students Scoring 80% or higher on the Spring CBA</b>							
2022				73%	*45%/ 2%	*57%/ 43%	*54%/39%
2023				62% / 69%	53% / 45%	44% / 44%	51% / 59%
2024				83%/65%	51%/56%	60%/39%	43%/47%
2025					52%/67%	74%/54%	81%/51%
<i>* The first number is Literary, and the second number is Opinion</i>							
<b>% of Students Meeting RI Expectations</b>							
2023				77%	65%	63%	78%
2024				67%	64%	66%	65%

<b>Percentage of Students Meeting or Exceeding Expectations on MCAP ELA</b>			
	3rd	4th	5th
2022-2023	57%	59%	70%
2023-2024	58%	67%	56%
<b>2024-2025</b>	<b>58%</b>	<b>64%</b>	<b>66%</b>

<b>Areas of Need Writing:</b>					
% of students meeting grade level expectations on six of eight identified pieces of writing using the CCPS writing rubrics.					
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
82%	90%	83%	39%	54%	63%

### **Use of Data to Improve First Pass Instruction**

When analyzing our local ELA assessment data and ELA MCAP data, our school will be putting effective strategies in place to support first pass instruction with all students to increase the percentage of students meeting grade level expectations. Over time, our school data has seen gradual increases and decreases in the areas of reading and writing. As a school, teachers and staff are committed to preparing structured lesson plans that include a purpose for reading, text structure analysis, preparation of background knowledge, identification of selected vocabulary and challenging language structures to make more texts accessible to our students. The use of a LETRS reading template and Benchmark Advance curriculum will support all teachers when developing first pass instruction. Small group instruction will be based upon formative and summative assessment data and will remain flexible based on student need. Acadience and MAP assessment data will help to inform instruction aligned to the Maryland Common Core Standards as well as monitor student progress over time. The Science of Reading emphasizes the importance of Fluency. Students who read fluently are more likely to comprehend texts, engage with content, and perform better across subjects. Grade levels will spend time this year supporting Fluency instruction and assessment. Our goal this year is to utilize our county resources to provide structured literacy instruction for all students.

Teachers and staff will continue 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. Some of the writing pieces (completed across disciplines) will be scored collaboratively by teachers using the CCPS Writing Rubric/ Benchmark Advance Rubric, which will be analyzed to determine the next steps for instruction across disciplines. Data will be monitored quarterly using the CCPS rubrics, and instructional next steps will be determined based on the areas of need determined from the rubric. A structured lesson plan using a LETRS writing template and the Benchmark Advance Writing Structure, will be utilized to strengthen first pass instruction.

**CCPS Elementary Mathematics Mid and End of Year Assessments Percent Scoring 80% or Above**

Grade	Jan. 2022	May 2022	Jan. 2023	May 2023	Jan. 2024	May 2024	Jan. 2025	May 2025
Pre-K	90	90	100	95	95	100	95	95
K	89	92	95	92	81	90	96	89
1	79	81	87	90	89	97	75	89
2	53	64	71	70	67	77	83	87
3	59	75	62	59	53	68	51	48
4	66	76	51	62	59	71	72	75
5	34	32	79	76	54	67	40	43

Percentage of Students Meeting or Exceeding Expectations (Score of 3 or 4) on MCAP Mathematics			
	Grade 3	Grade 4	Grade 5
2023 MCAP	59%	50%	58%
2024 MCAP	65%	53%	39%
2025 MCAP	66%	67%	50%

After reviewing data from the 2024-2025 Mid-Year and End-of-Year Mathematics Assessments across grade levels, and by following student performance from one grade to the next, we identified a decline in the percentage of students scoring 80% or above in all grades except fourth grade whose percentage scoring 80% or above increased. *The Pre-K to Kindergarten data was excluded due to the large variances in student numbers, making direct comparisons unreliable.*

Cross-grade level discussions revealed several recurring challenges. Students continue to struggle with multi-step problem solving, clearly communicating their mathematical reasoning, and transitioning from using strategies for basic facts to demonstrating automaticity. Teachers also noted a lack of consistent effort on assignments/assessments, especially in third and fifth grade. These findings suggest a need for targeted instructional shifts and consistent practices across grade levels.

To address these areas, our professional development plan will prioritize improving the implementation of key instruction strategies such as *Three Reads* and *Capturing Quantities*, as well as introducing *Divide and Defend* to strengthen reasoning, modeling, and both oral and written mathematical communication. To take this a step further, we will place greater emphasis on explicitly teaching content-specific vocabulary and ensuring students are held accountable for using it accurately in both written and oral responses. While the 2023-2025 focus on basic fact fluency has resulted in some growth, grade-level teams have not fully met their fluency goals and expressed the need for continued support in this area. Efforts to integrate student goal setting and conferencing have been inconsistent across the school. Strengthening this practice is a priority to help students take greater ownership of their learning. Current data reveals that 11% of students with Individualized Education Plans (IEPs) in mathematics and 41% of students receiving Free and Reduced Meals (FARM) met the 80% proficiency benchmark, highlighting the need to continue building more equitable and supportive learning environments. In addition, while many teachers have expanded the use of enrichment opportunities, they have expressed a need to refine and broaden their approaches. In response, the school will focus on developing and delivering lessons that are appropriately differentiated to support all learners.

**School Improvement Goal**

80% of students in PK will identify 10 or more letter sounds.

	PK	FARM	IEP
2024-2025: End of Year % Meeting the Target Score	70%	73%	N/A
2025-2026: End of Year % Meeting the Target Score			

In grades K-2, the percentage of students demonstrating grade level expectations (green/blue) will increase by 7% as measured by Acadience.

	K	1	2	FARM	IEP
2024-2025: End of Year % Meeting the Target Score	77%	63%	76%	57%	54%
2025-2026: End of Year % Meeting the Target Score					

In grades 3-5, the percentage of students meeting the MAP Growth Projection will increase by 5% by the end of the year.

	3	4	5	FARM	IEP
2024-2025: End of Year % Meeting the Target Score	52%	63%	60%	TBD	TBD
2025-2026: End of Year % Meeting the Target Score					

Strategic Actions	Timeline	Measures of Success/Desired Performance
1.1 Teachers will implement lesson plans that establish a purpose for reading, identify		1.1 In PreK and First Grade, 80% or more students will score 80% or higher on

<p>text structure, prepare background knowledge, select vocabulary, and identify challenging language structures to make more texts accessible. Teams will facilitate lesson study and/or team-teaching cycles to support lesson planning.</p> <p>K &amp; 1: LETRS Comprehension Planning Checklist</p> <p>2-5: Benchmark Advance Literacy Structure</p>		<p>Wonders Weekly Assessments and/or Teacher Created Assessments.</p> <ul style="list-style-type: none"> <li>- Minimum once every 3 weeks</li> </ul> <p>In grades Two through Five, 80% or more students will score 80% or higher on Benchmark Advance Weekly Assessments to monitor comprehension and vocabulary.</p> <ul style="list-style-type: none"> <li>- Minimum of one Benchmark assessment per 3 week unit</li> </ul>
<p>1.2</p> <p>Grade level teams will plan goal-oriented reading instruction for small groups based on formative and summative assessment data with a balance of skill instruction and application.</p>		<p>1.2</p> <p>Teachers will implement a plan for small group instruction utilizing data collected.</p>
<p>1.3</p> <p>Students in all grades will improve upon their fluency skills to ensure a solid foundation for literacy development with a focus on</p> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Rate</li> <li>- Phrasing and Smoothness</li> <li>- Expression</li> <li>- Punctuation</li> </ul> <p>Pre-K-3 will utilize fluency resources and assessments in Foundations.</p> <p>3-5 will implement the Reading Fluency Assessment Tool from <u>Shifting the Balance Grades 3-5</u>.</p>		<p>1.3</p> <p>Fluency Assessments in all grades will be given during the three CCPS assessment windows.</p> <p>Pre K: Letter &amp; Sound ID  K: Letter &amp; Sound ID, HFW, CCPA  1: CCPA, Acadience Oral Reading Fluency  2: CCPA, Acadience Oral Reading Fluency  3: Acadience Oral Reading Fluency  4 &amp; 5: Benchmark Fluency Assessment</p>
<p>1.4</p> <p>Teachers will focus on the implementation of Word Study by utilizing all components of the Foundations lesson structure and the Benchmark Advance lesson structure to ensure skill attainment and application.</p>		<p>1.4</p> <p>80% of students will achieve 80% or higher on Unit Foundations assessments.</p> <p>80% of students will achieve 80% or higher on Benchmark Advance Word Study assessments.</p>

<p>1.5 Teachers will monitor student progress to inform instruction.</p> <ul style="list-style-type: none"> <li>- Use a progress monitoring tool developed by the team to track assessment data and participation in intervention or extension opportunities.</li> </ul>		<p>1.5 Data recorded on the SGE progress monitoring tool in the Garden of Data.</p>
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<p>1.6 Teachers will plan differentiated instruction to support all learners during whole group instruction.</p> <ul style="list-style-type: none"> <li>- General Education Teachers, Advanced Academic teachers, ESOL teachers and Special Education Teachers will collaborate to support closing the achievement gap.</li> <li>- Provide differentiated instruction and materials aligned to grade level standards to address varying <b>readiness levels</b>.</li> <li>- Offer in-class <b>extensions</b> at least once per unit for students who demonstrate mastery of on grade level content and are ready to deepen their understanding.</li> </ul>		<p>1.6 Lesson plans that identify specific strategies for differentiation are important.</p> <p>Lesson plan(s) that show extension opportunities when appropriate.</p> <p>Students marked as receiving at least one extension per Unit on the progress monitoring tool.</p>
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**School Improvement Goal**

80% of Kindergarten and First Grade students will score 80% or higher on the End of Year Post Assessment using the CCPA Writing Rubric.

80% of Second through Fifth Grade students will score 80% or higher on the writing portion of the Benchmark Advance Post Interim Assessment using the Benchmark Advance Writing Rubric.

Score 80% or higher	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Pre Test						
Post Test						

Strategic Actions	Timeline	Measures of Success/Desired Performance
2.1		2.1

<p>Teachers will implement writing lessons that will engage students in critical thinking, syntax, text structure, writing craft and transcription using the CCPS Writing Curriculum/Benchmark Advance Writing Curriculum.</p>		<p>Weekly Plans (i.e., teams will focus on daily writing opportunities)</p> <p>Lesson plans using the LETRS Writing Planning Checklist and incorporating the component of MQI</p> <p>Evidence of growth as demonstrated on the progress monitoring tool</p>
<p>2.2 Grade level teams and the ELA Specialist will collaborate to view or develop writing anchors before the writing unit or focus of instruction based on the CCPS/ Benchmark writing rubric to guide the planning of daily writing instruction. Teams will work together to score student writing to build consistent writing expectations.</p>		<p>2.2 Eight or more grade level writing pieces scored using the CCPS/ Benchmark Advance Writing Rubric</p> <p>80% of students will score 80% or higher on the on the end of year writing post assessment using the CCPS/Benchmark Advance Grade Level Writing Rubric</p> <ul style="list-style-type: none"> <li>- K &amp; 1 use CCPS rubrics</li> <li>- 2-5 use Benchmark Advance rubrics</li> </ul> <p>Evidence of growth as demonstrated on the progress monitoring tool</p>
<p>2.3 Grade level teams will plan goal-oriented writing instruction for small groups based on data from the CCPS/ Benchmark Advance Writing Rubric for each writing unit.</p>		<p>2.3 Teacher lesson plans that include the components of MQI and LETRS Writing Planning Checklist with a focus on the Writing Rubric standards.</p> <p>80% of students will score 80% or higher on the CCPS/ Benchmark Advance Grade Level Writing Rubric.</p>

**School Improvement Goal**

The percentage of PK, K, and 1<sup>st</sup> grade students scoring 88% or above on the CCPS Mathematics End of Year Assessment will increase based on the 2025-2026 CCPS Mathematics End of Year Assessment data (see chart below).

The percentage of 2<sup>nd</sup> -5<sup>th</sup> grade and FARM 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).

The mean score for students with a Math IEP would increase by 5 percentage points.

End of Year % Meeting the Target Score
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	PK	K	1	2	3	4	5	FARM	MATH IEP
2024-2025	95%@80% 85%@88%	89%@80% 82%@88%	89% @80% 85%@88%	87%	48%	75%	43%	60/145 = 41% green 16/145 = 11% Yellow	3/27 = 11% 2026 Mean Score 1,394/27 = 52%
<b>Goal for All Students 2025-2026</b>									
___ % of students	90	90	90	85	80	70	75	52	Increase Mean score by 5 % pts.
End of Year Target Score ___ % or above	88%	88%	88%	80%	80%	80%	80%	80%	57%
Mid-Year 2026 Check-In									
End Of Year 2026									

Strategic Actions	Timeline	Measures of Success/Desired Performance																																																																																				
<p><b>3.1 Use instructional practices that support mathematical reasoning.</b></p> <ul style="list-style-type: none"> <li>- Implement and refine reasoning routines from <u>Routines for Reasoning and Thinking Classrooms</u> (e.g., Capturing Quantities, Three Reads, and Decide and Defend).</li> <li>- Collaboratively plan how to embed these routines into the existing curriculum.</li> <li>- Facilitate lesson study and/or team-teaching cycles focused on reasoning strategies and student discourse.</li> </ul>	<p>Sept. - May</p>	<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>- PK: 90% of students will score “independent” on a preselected set of formative assessments for each Unit.</li> <li>- K: 90% of students will score 88% or above on Unit Assessments.</li> <li>- 1<sup>st</sup>: 90% of students will score 85% or above on Unit Assessments.</li> <li>- 2<sup>nd</sup> - 5<sup>th</sup>: ___ % (see chart below) of the students will score 80% or above on Unit Assessments.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">___ % will score 80% or above</th> </tr> <tr> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">85%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	___ % will score 80% or above				2nd	3rd	4th	5th	85%	75%	75%	75%		1	2	3	4	5	6	7	8	PK									K									1									2									3									4									5								
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<p>3.2 Strengthen math communication and vocabulary use</p> <ul style="list-style-type: none"> <li>- Explicitly teach and model precise mathematical vocabulary to support students' reasoning and communication.</li> <li>- Use collaborative planning time to identify grade-level math terms and embed vocabulary strategies into lessons.</li> <li>- Provide regular opportunities to use math vocabulary during discussions, written explanations, and problem solving</li> </ul>	<p>Sept. - May</p>	<ul style="list-style-type: none"> <li>- Evidence of identified vocabulary and intentional strategies for instruction in lesson plans</li> <li>- The % of students in grades 2<sup>nd</sup>-5<sup>th</sup> scoring 3 points on a reasoning task on each Unit Assessment will increase over the course of the year.</li> </ul> <table border="1" data-bbox="906 499 1458 709"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>2 nd</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>3rd</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4 th</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	6	7	8	2 nd									3rd									4 th									5th								
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<p>3.3 Promote student reflection and goal setting</p> <ul style="list-style-type: none"> <li>- Students will regularly reflect on their learning at the end of lessons or activities.</li> <li>- Teachers will provide timely, actionable feedback when appropriate.</li> <li>- Teachers will hold individual conferences after unit assessments to review progress and collaboratively create/refine learning goals.</li> </ul>	<p>Sept. – May</p>	<ul style="list-style-type: none"> <li>- Evidence of opportunities for student reflection in lesson plans.</li> <li>- Evidence of teacher-student conference notes and student goals (format to be determined by grade level teams/teachers).</li> </ul>																																													

<p>3.4 Differentiation of instruction to support all learners during whole and small group instruction</p> <ul style="list-style-type: none"> <li>- Provide differentiated instruction and materials aligned to grade level standards to address varying <b>readiness levels</b>. <ul style="list-style-type: none"> <li>- General Education, ESOL and Special Education Resource Teachers will collaborate to support closing the achievement gap.</li> </ul> </li> <li>- Offer in-class <b>extensions</b> at least once per unit for students who demonstrate mastery of on grade level content and are ready to deepen their understanding. <ul style="list-style-type: none"> <li>- General Education and Advance Academics Resource Teachers will collaborate.</li> </ul> </li> </ul>	<p>Sept. - May</p>	<ul style="list-style-type: none"> <li>- Lesson plans that identify specific strategies for differentiation.</li> <li>- Lesson plan(s) that show extension opportunities when appropriate.</li> <li>- Students marked as receiving at least one extension per Unit on the progress monitoring tool.</li> </ul>
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3.5 Build fact fluency through structured practice

- Provide focused instruction, practice, and assessment of basic math facts tailored by grade level: as appropriate in Kindergarten; at least 10 minutes, three times per week in Grades 1-3; and at least 10 minutes, two times per week in Grades 4-5.
- Strengthen collaboration with families to build understanding of the importance of basic math fact fluency and provide strategies and resources to support effective practice at home. (i.e., Back to School night emphasis, make and take, Xtra Math, other)

Grade Level Teams' Plan for Collaboration with families	
K	Intro at BTSN, Beach Facts incentive- fact cards and activity ideas sent home as homework, send letters and certificates of completion (of each level), home, sending games home to play with family, report evidence of growth in data bind (sent home quarterly)
1	Intro at BTSN and providing a few games, use red hw envelopes to store fact cards, practice games, and weekly hw targeted for specific skills; students will earn stickers for demonstrating fact fluency and get to display their stickers on their red envelopes, will look into additional rewards that students can earn when they reach a certain number, use parent volunteers tbd, take home lggy to take a pic playing fact games with family and create bulletin board.
2	Emphasis at BTS night, games to practice facts, fact practice envelopes with incentives in hw folder, use of parent volunteers if available, Xtra math if available, fifth grade buddies
3	Introducing strategies/importance of practicing at home at BTS night. Games will be sent home as kids learn them in school. XtraMath added to BINGO Board.

Sept. - June

- Evidence in weekly plans.

90% of students will be at the efficient level for \_\_\_ % of all grade level facts.

	# of facts
K	123/136= 90% (+ and -)
1	125/138 = 90% (+ and -)
2	104/115 = 90% (+ and -)
3	80/100 = 80% (x)
4	90/100 = 90% (x)
5	100/100= 90% (x)

	Addition and Subtraction			Multiplication		
	K	1	2	3	4	5
2023-2024	81%	83%	77%	90%	48%	86%
2024-2025	98%	85%	59%	64%	87%	70%
2025-2026						

	3 facts written in agenda to practice at home.		
4			
5			
<p>3.6 Monitor student progress to inform instruction</p> <p>- Use the progress monitoring tool at each grade to track assessment data, second chance learning scores, and participation in intervention or extension opportunities.</p>		<p>Sept. - June</p>	<p>-Data recorded on the SGE progress monitoring tool in the Garden of Data.</p>