

Spring Garden Elementary School

School Improvement Plan

2026-2027

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

Grade	Pre-K	K	1	2	3	4	5
Acadience Composite Score: % Meeting or Exceeding Expectations							
2025		77%	63%	76%	70%		
2026		64%	71%	78%	72%		
MAP Growth: % Meeting or Exceeding Expectations							
2025				56%	46%	60%	53%
2026				77%	77%	79%	80%

Percentage of Students Meeting or Exceeding Expectations on MCAP ELA			
	3rd	4th	5th
2022-2023	57%	59%	70%
2023-2024	58%	67%	56%
2024-2025	58%	64%	66%
2025-2026	59%	74%	67%

Areas of Need Writing: 2024-2025					
% 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%

Areas of Need Writing: 2025-2026					
% of Kindergarten and First Grade students that scored 80% or higher on the End of Year Post Assessment using the CCPA Writing Rubric.					
% of Second through Fifth Grade students that scored 80% or higher on the writing portion of the Benchmark Advance Post Interim Assessment using the Benchmark Advance Writing Rubric.					
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
88%	74%	44%	41%	75%	46%

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 purposeful questioning strategies during first-pass instruction to promote higher-order thinking and develop comprehension. 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. The Renaissance Star

assessment data will help to inform instruction aligned to the Maryland Common Core Standards as well 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.

Mathematics

Percentage of Students Scoring 80% or Above on the CCPS Mid and End of Year Mathematics Assessment								
Grade	Jan. 2023	May 2023	Jan. 2024	May 2024	Jan. 2025	May 2025	Jan. 2026	May 2026
Pre-K	100	95	95	100	95	95	95	89
K	95	92	81	90	96	89	92	86
1	87	90	89	97	75	89	88	95
2	71	70	67	77	83	87	73	77
3	62	59	53	68	51	48	31	52
4	51	62	59	71	72	75	69	76
5	79	76	54	67	40	43	53	40

Number of Students Scoring 3, 2, 1 and 0 on Reasoning Assessment Items on CCPS Mid and End of Year Assessments								
Mid-Year 2025-2026					End of Year 2025-2026			
Grade 3		3	2 or 1	0		3	2 or 1	0
	R1	4	20	45	R1	42	0	27
	R2	9	18	42	R2	29	17	23
					R3	47	0	22

		<table><tr><td>R4</td><td>33</td><td>17</td><td>19</td></tr></table>	R4	33	17	19																					
R4	33	17	19																								
Grade 4	<table><tr><td></td><td>3</td><td>2 or 1</td><td>0</td></tr><tr><td>R1</td><td>31</td><td>18</td><td>5</td></tr><tr><td>R2</td><td>37</td><td>20</td><td>7</td></tr></table>		3	2 or 1	0	R1	31	18	5	R2	37	20	7	<table><tr><td></td><td>3</td><td>2 or 1</td><td>0</td></tr><tr><td>R2</td><td>47</td><td>12</td><td>7</td></tr><tr><td>R4</td><td>39</td><td>5</td><td>22</td></tr></table>		3	2 or 1	0	R2	47	12	7	R4	39	5	22	
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Grade 5	<table><tr><td></td><td>3</td><td>2 or 1</td><td>0</td></tr><tr><td>R3</td><td>2</td><td>15</td><td>52</td></tr><tr><td>R4</td><td>15</td><td>16</td><td>38</td></tr></table>		3	2 or 1	0	R3	2	15	52	R4	15	16	38	<table><tr><td></td><td>3</td><td>2 or 1</td><td>0</td></tr><tr><td>R1</td><td>15</td><td>13</td><td>31</td></tr><tr><td>R2</td><td>24</td><td>12</td><td>33</td></tr></table>		3	2 or 1	0	R1	15	13	31	R2	24	12	33	
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R1	15	13	31																								
R2	24	12	33																								

MCAP Data															
Grade 3					Grade 4					Grade 5					
2023-2024 MCAP Percentage of Students Meeting or Exceeding Expectations (Score of 3 or 4) on MCAP Mathematics															
65%					53%					39%					
Approximate % of Students Proficiently Answering Reasoning Questions on MCAP Mathematics (School Evidence Statements)															
R1	R2	R3	R4		R1	R2	R3	R4		R1	R2	R3	R4		
40%	55%	45%	40%		60%	60%	20%	45%		45%	45%	25%	20%		
2024-2025 MCAP Percentage of Students Meeting or Exceeding Expectations (Score of 3 or 4) on MCAP Mathematics															
66%					67%					50%					
Approximate % of Students Proficiently Answering Reasoning Questions on MCAP Mathematics (School Evidence Statements)															
R1	R2	R3	R4		R1	R2	R3	R4		R1	R2	R3	R4		
30%	50%	30%	60%		50%	60%	30%	45%		35%	40%	40%	25%		
2025-2026 MCAP Percentage of Students Meeting or Exceeding Expectations (Score of 3 or 4) on MCAP Mathematics															
61%					59%					57%					
Approximate % of Students Proficiently Answering Reasoning Questions on MCAP Mathematics (School Evidence Statements)															
R1	R2	R3	R4		R1	R2	R3	R4		R1	R2	R3	R4		
41	52	33	64		66	75	24	49		42	42	51	31		

Analysis of Mid-Year Assessment Data, End of Year Assessment Data, MCAP Data and Unit Assessment Data indicates that students in Grades 1-5 continue to experience difficulty demonstrating proficiency with the four mathematical reasoning standards. Across assessments, student responses frequently lack complete explanations, precise mathematical language, and

sufficient justification to fully communicate their thinking. As a result, performance on reasoning standard assessment items remains an area for growth and impacts overall mathematics achievement.

To address this need, the school will focus on strengthening students' mathematical reasoning and communication skills. Professional learning will prioritize the consistent implementation of high-impact instructional routines such as *Three Reads*, *Capturing Quantities*, Decide and Defend, and Connecting Representations. These routines support students in making sense of mathematics, articulating their thinking, and using evidence-based reasoning. Additionally, teachers will explicitly teach and reinforce content-specific vocabulary and hold students accountable for its accurate use in both written and oral responses. Special Areas teachers will support this effort by incorporating an identified reasoning standard and discipline-specific vocabulary into instruction, providing students with additional opportunities to practice reasoning and communication skills across content areas.

School Improvement Goal for Reading

Students in Pre-K through First Grade will score 80% or higher on each *Wonders* unit comprehension assessment.

Each grade level in Grades 2–5 will achieve an average score of 70% or higher on the identified weekly comprehension assessments within each *Benchmark Advanced* unit.

Strategic Actions	Timeline	Measures of Success/Desired Performance
1.1 Teachers will consistently implement purposeful questioning strategies during first-pass instruction to promote higher-order thinking and develop comprehension.	Sept.- June	1.1 Lesson plans that include and model specific questions and vocabulary that correlate to assessed comprehension standards Analysis of unit assessment question data Evidence of growth as demonstrated on the progress monitoring tool Students will meet grade level expectations on the unit comprehension assessment

1.2 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.	Sept.- June	1.2 Teachers will implement a plan for small group instruction utilizing data collected. - Formative assessments - <i>Foundations</i> Assessments - Fluency Checklist - Weekly Assessments - Anecdotal Notes
1.3 Teachers will implement a fluency routine using <i>Foundations</i> and <i>Benchmark Advance</i> resources to improve upon student fluency skills when reading for comprehension to ensure a solid foundation for literacy development. K-3 will utilize fluency passages and assessments in <i>Foundations</i>. 2-5 will implement the Reading Fluency Assessment Tool from <u>Shifting the Balance Grades 3-5</u> and utilize <i>Benchmark Advance</i> fluency passages.	Sept.- June	1.3 Fluency Checklist Fluency passages <i>Foundations</i> Assessments
1.4 Teachers will collaborate and plan differentiated instruction to engage all learners during whole group instruction.	Sept.- June	1.4 Lesson plans that incorporate engagement strategies using the following resources: -WALKTHRU's 5 STEP - Discovery Ed Spotlight on Strategies (SOS) - Universal Design Daily 365 Ways to Teach, Support, & Challenge All Learners Using UDL Student goal setting documents

1.5 Students in grades K-5 will use data binders to track academic progress, set and monitor learning goals, reflect on growth, and share progress with families. Teachers will facilitate data reviews and goal-setting conferences to support student ownership of learning.	Sept.- June	1.5 100% of students maintain an updated data binder.
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School Improvement Goal for Writing

By the end of the school year, at least 80% of students in grades K–5 will demonstrate proficiency by scoring 80% or higher on each of three independent writing assessments determined by the team using curriculum resources (Narrative, Opinion, and Informational) as measured by the CCPS Writing Rubrics.

Grade Level	Narrative			Percent of Students Meeting Expectations	Opinion			Percent of Students Meeting Expectations	Informational			Percent of Students Meeting Expectations
	green	yellow	red		green	yellow	red		green	yellow	red	
Kindergarten												
First Grade												
Second Grade												
Third Grade												
Fourth Grade												
Fifth Grade												

Key:

Kindergarten: Green 5/6-6/6, Yellow 4/6, Red 3/6 and below

First Grade: Green 7/8-8/8, Yellow 5/8-6/8, Red 4/8 and below

Second – Fifth Grade: Green 10/12-12/12, Yellow 7/12-9/12, Red 6/12 and below

Strategic Actions	Timeline	Measures of Success/Desired Performance
2.1 Teachers will explicitly teach students how to create and use school wide graphic organizers when planning writing.	Sept.- June	2.1 Completed graphic organizer with content that shows an understanding of the writing task for each writing assessment Students will meet grade level expectations on three independent writing assessments.

2.2 Grade level teams and the ELA Specialist will collaborate to develop a writing plan for each unit that includes the use of a mentor text, teacher model and/or writing anchor to guide daily writing instruction. Teams will work together to score student writing to build consistent writing expectations using the CCPS Writing Rubric.	Sept. - June	2.2 Lesson plans that include use of a mentor text, teacher model and/or writing anchor Evidence of growth as demonstrated on the progress monitoring tool
2.3 Grade level teams and the ELA Specialist will develop an understanding of grade level language standards using the updated <i>Maryland College and Career Ready Standards</i> and apply this knowledge when teaching grammar using <i>Wonders</i> and <i>Benchmark Advance</i>.	Sept. - June	2.3 Lessons plans including foundational language skills and modeling the revision of a writing piece <u>The Writing Revolution</u> book study professional development Increased scores on the conventions portion of the CCPS Writing Rubric as noted on the progress monitoring tool
2.4 Grade level teams will plan goal-oriented writing instruction for small groups based on data collected during each writing unit.	Sept. - June	2.4 Formative assessment data collected during the writing process CCPS Writing rubric data based on the progress monitoring tool
2.5 Students in grades K-5 will use data binders to track academic progress, set and monitor learning goals, reflect on growth, and share progress with families. Teachers will facilitate data reviews and goal-setting conferences to support student ownership of learning.	Sept. - June	2.5 100% of students maintain an updated data binder.
School Improvement Goal for Mathematics		

Students in Grades 2nd -5th will demonstrate growth in mathematical reasoning, as evidenced by an increase in the percentage of students earning 3 points on reasoning standard items from each unit pre-assessment to the corresponding Unit Assessment.

Grade	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6		Unit 7		Unit 8	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
2 nd	R.		R.		R.		R.		R.		R.		R.		R.	
3 rd	R.		R.		R.		R.		R.		R.		R.		R.	
4 th	R.		R.		R.		R.		R.		R.		R.		R.	
5 th	R.		R.		R.		R.		R.		R.		R.		R.	

Strategic Actions	Timeline	Measures of Success/Desired Performance																		
3.1 Grades 2nd-5th will collaboratively create and score pre-assessments aligned to the reasoning standard(s) assessed on the Unit Assessment based on related previously learned content prior to the start of each Unit. K-1 will collaboratively identify two reasoning standards to be the focus of instruction prior to the start of each unit.	Sept. - June	3.1 2nd-5th Grade - Pre-assessments - Pre-assessment scores recorded on the tracking chart (see above) K-1st Grade - Identified reasoning standards recorded on the chart below. <table border="1"> <thead> <tr> <th>Unit</th><th>Kinder</th><th>First</th></tr> </thead> <tbody> <tr> <td>1</td><td>R. & R.</td><td>R. & R.</td></tr> <tr> <td>2</td><td>R. & R.</td><td>R. & R.</td></tr> <tr> <td>3</td><td>R. & R.</td><td>R. & R.</td></tr> <tr> <td>4</td><td>R. & R.</td><td>R. & R.</td></tr> <tr> <td>5</td><td>R. & R.</td><td>R. & R.</td></tr> </tbody> </table>	Unit	Kinder	First	1	R. & R.	R. & R.	2	R. & R.	R. & R.	3	R. & R.	R. & R.	4	R. & R.	R. & R.	5	R. & R.	R. & R.
Unit	Kinder	First																		
1	R. & R.	R. & R.																		
2	R. & R.	R. & R.																		
3	R. & R.	R. & R.																		
4	R. & R.	R. & R.																		
5	R. & R.	R. & R.																		

3.2 Use instructional routines that support mathematical reasoning. - Implement and refine the use of reasoning routines (Link to Routines for Reasoning folder) from Routines for Reasoning, and Thinking Classrooms (e.g., Capturing Quantities, Three Reads, Connecting Representations, and Decide and Defend). - Collaboratively plan how to embed these routines and related instructional strategies into the existing curriculum. <i>Kindergarten: Identify and embed age-appropriate structures/language of the routines.</i> - Professional Development identified by grade level teams at the end of 2025-2026 1st: Three Reads for Team Teaching/Lesson Study 3rd: Connecting Representations 4th: Observe a lesson in 5th grade when a routine is being used Book Study: TBD	Sept. - June	3.2 K: Lesson plans that include age-appropriate structures/language of the routines Grades 1- 5: Lesson plans that show plans for the use of the routines.
3.3 Collaboratively create a shared PK-5 math vocabulary document to align language across grade levels and connect new learning to students' prior math vocabulary knowledge.	Sept. - June	3.3 PK-5 vocabulary document for teachers

3.4 Use instructional strategies that promote precise mathematical communication - Explicitly plan for, model use of, and teach math vocabulary and how to use precise mathematical vocabulary to support students' reasoning and communication. <i>*Add a vocabulary box/section to the Math Lesson Plan Template</i> - Create and post anchor charts, made collaboratively with students to support the use of precise vocabulary. - Use the Four R's (Repeat, Rephrase, Rework and Record) - Use Ask Yourself Questions and Sentence Starters/Frames	Sept. - June	3.4 - Evidence of identified vocabulary and instructional strategies in lesson plans - Anchor charts posted in the classroom - Evidence of sentence starters, sentence frames, and ask yourself questions in lesson plans
3.5 Provide opportunities for students to collaboratively and independently analyze and revise their own written responses and the responses of others to improve the use of precise vocabulary throughout the Unit	Sept. - June	3.5 - Evidence of mini-lessons focused on the analysis/revision of student responses -Student work samples
3.6 Reasoning with Data and Statistics - Special Area teachers will collect and share data as it relates to their discipline and have students interact with that data as described in the standards- at least twice per quarter. - Mathematics Resource Teacher will create a planning tool to show the progression of standards from PK-5 to ensure questions about data are appropriately aligned. - Special Area teachers incorporate the use of Repeat, Rework, and Rephrase as appropriate to increase the use of content specific vocabulary in their discipline.	Sept. - June	3.6 - Plan for implementation - Evidence of data collected and age-appropriate questions in the Garden of Data

3.7 Students in grades K-5 will use data binders to track academic progress, set and monitor learning goals, reflect on growth, and share progress with families. Teachers will facilitate data reviews and goal-setting conferences to support student ownership of learning.	Sept. – June	3.7 100% of students maintain an updated data binder.
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