

Spring Garden Elementary School

School Improvement Plan 2021 -2022

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 to 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							
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%
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 Fall % Scoring 80% or higher				75%	42%	30%	55%
2021 CBA Spring % Scoring 80% or higher				69%	53%	73%	60%
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%		
2016 SRI % Meeting or Exceeding Expectations				74%	73%	74%	81%

2017 SRI % Meeting or 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%
2016 PARCC % 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			
2nd grade	3rd grade	4th grade	5th grade
57%	46%	56%	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 has significantly increased in grades 2-4. However, 20-40% of students (depending on grade) are not currently meeting county expectations and did not demonstrate expected achievement on PARCC. 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 explicit instruction in phonics application as well as higher level comprehension strategies are needed in order to increase student achievement in these areas. To improve the phonics skills of all of our students, students need to be taught all components of each Foundations lesson with fidelity and be provided with opportunities and independent activities that reinforce grade level phonics expectations in both reading and writing. Students also need to be explicitly taught vocabulary related to their reading (Wonders vocabulary), content-specific vocabulary, and it can also be addressed through the instruction of Greek and Latin roots.

Reading comprehension is an area of needed improvement as well. Students need increased opportunities to independently analyze and respond to grade level texts. 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. Within the classroom, students will develop practices that support independent reading. The use of Notice and Note Nonfiction questioning stances and signposts will increase student comprehension of nonfiction material. 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.

Writing was greatly affected during virtual learning. Teachers and staff are working 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 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 2016	May 2016	January 2017	May 2017	January 2018	May 2018	January 2019	May 2019	January 2020	May 2021
Pre-K	83	100	95	95	92	92	92	100	92	87
K	92	96	94	98	98	98	97	95	90	76
1	91	94	90	98	81	91	89	97	89	73
2	80	96	92	90	88	91	73	77	81	72
3	54	75	67	70	82	89	91	83	71	73
4	64	78	54	72	67	83	78	85	74	34
5	68	75	55	57	67	65	76	70	66	47

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 score an 8 or higher on 3 of the 4 CBA writing pieces in grades 2-5.
3. Students in Pre-K through 5th grade will increase the percentage of students scoring 80% or above on the CCPS Mathematics End of Year assessment (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	<ul style="list-style-type: none"> - 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 Wonders assessments/ teacher created assessments (comprehension vs. writing) - 80% or more will score 80% or higher on Wonders/Teacher Created 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	<ul style="list-style-type: none"> - 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.	September - June	<ul style="list-style-type: none"> - Student/teacher conferencing notes - Daily lesson plans that include the components of MQI - Conferences/anecdotal notes -Feedback on assignments
1.4 Teachers in grades PK-3 will teach all components of Foundations with fidelity including the assessment and instruction of prerequisite skills. Teachers will explicitly teach Wonders Vocabulary, content specific vocabulary, and Greek and Latin roots (Grades 4-5.	September - June	<ul style="list-style-type: none"> - All students score 80% or higher on the Foundations Unit Tests - Plans for unit intervention groups - All students will score 80% or higher on the Carroll County Phonics Assessment for their grade level - All students meet grade level expectations for RI - All students score 2 or higher in the clarity section of the CCPS Writing Rubric (*Reading/Writing Integration)
1.5 All teachers will use Notice and Note Nonfiction questioning stances, signposts, and strategies to improve student comprehension of material.	September - June	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -Students' individualized data will be used to help teachers make instructional decisions and plan effectively. - Lexia Data -Use the Plan, Do, Study, Act Cycle

School Improvement Goal

2. 80 % of students will score a 8 or higher on 3 of the 4 CBA writing pieces.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 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	<ul style="list-style-type: none"> - Long Range Plan - Evidence of growth as demonstrated on the progress monitoring tool
3.2 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	<ul style="list-style-type: none"> - Collaborative Grading Sessions - Lesson plans that include the components of MQI - Use of CCPS Writing Rubrics - Students earn a score of two in each category of the CCPS writing rubric - Samples of writing across disciplines
3.3 Teachers will plan mini lessons based on the analysis of student work/formative assessment(s).	Weekly	<ul style="list-style-type: none"> - Lesson plans that include the components of MQI - Formative assessments
3.4 Special Education, Advanced Academics & ESOL teachers will collaborate with grade level teams to identify and support areas of need.		<ul style="list-style-type: none"> - Evidence of growth as demonstrated on the progress monitoring tool

School Improvement Goal

3. Students in Pre-K through 5th grade will increase the percentage of students scoring 80% or above on the CCPS Mathematics End of Year Assessment.

	PK	K	1	2	3	4	5	Students with Math IEPs
___% of students	90	90	90	90	80	80	70	30

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
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<p>3.1 Teachers will provide opportunities for students to independently APPLY understanding of content standards during dedicated independent time within the math block.</p>	<p>September - June</p>	<ul style="list-style-type: none"> - Lesson Plans that include the components of MQI - Evidence of student reflections - 80% of students score 80% or above on the Unit Assessments
<p>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-</p>	<p>September - June</p>	<ul style="list-style-type: none"> - Lesson plans that include the components of MQI with lesson reflection - Student conferencing notes - Evidence of student reflections - 80% of students score 80% or above on the Unit Assessments
<p>3.3 Teachers will provide opportunities for students to construct viable arguments and critique both accurate and faulty reasoning of others.</p>	<p>September - June</p>	<ul style="list-style-type: none"> - Rubric/checklist for critiquing the reasoning of others (to provide diagnostic feedback) - Evidence of diagnostic feedback - Student conferencing notes - Evidence of student reflections - 80% of students score 80% or above on the Unit Assessments
<p>3.4 Teachers will plan lessons that result in students creating visual proofs/models to represent the math content standards and opportunities to discuss/critique.</p>	<p>September - June</p>	<ul style="list-style-type: none"> - Rubric/checklist for components of visual proofs (to provide diagnostic feedback) - Evidence of diagnostic feedback - Student conferencing notes - Evidence of student reflections - 80% of students score 80% or above on the Unit Assessments
<p>3.5 Teachers in grades K-5 will use Number Talks at least 3 times a week to provide opportunities for application of computation strategies with whole numbers, fractions, and/or decimals and to develop fraction reasoning.</p>	<p>September – June</p>	<ul style="list-style-type: none"> - Lesson plans that include the components of MQI and identified Number Talks - Assessment of strategies taught during Number Talks - ALL students have met grade level Fact Fluency Phase expectations - 80% of students score 80% or above on the Unit Assessments
<p>3.6 Teachers will create lesson plans that include the assessment and instruction of prerequisite skills.</p>	<p>September - June</p>	<ul style="list-style-type: none"> - 80% of the students score 80% or above on the Unit Assessments