

Spring Garden Elementary School

**School Improvement Plan
2018-2019**

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 Vision 2018: Focus on Excellence Objectives

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

ELA School Needs Assessment

Grade	Pre-K	K	1	2	3	4	5
2015 CBA Spring % Scoring 70% or higher	--	--	--	66%	67%	55%	86%
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%
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%
2015 Assessed Reading Level % Meeting or Exceeding Expectations	--	100%	80%	84.54%	93.47%		
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%		
2015 SRI % Meeting or Exceeding Expectations	--	--	--	71.25%	68.13%	79.35%	84.09%
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%
2015 PARCC % of Students Scoring 4 or 5					51%	50%	50%
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					55%	59%	55%

Use of Data to Improve First Pass Instruction

Over the past four years, the percentage of students scoring 80% or higher on CBA and the percentage of students meeting/exceeding SRI expectations has significantly increased in grades 2-4. However, 20-40% of students (depending on grade) are not currently meeting county expectations and are not able to demonstrate expected achievement on PARCC. Analysis of the data and vertical team discussions indicate the need for common formative assessment to make timely instructional decisions regarding deficit areas. Explicit instruction with increased opportunities for students to independently analyze and respond to grade level text and multiple pieces of texts allow students to apply strategies and increase stamina.

Math School Needs Assessment

Percentage of Students Meeting the Standard on Math Benchmark

Grade	January 2015	May 2015	January 2016	May 2016	January 2017	May 2017	January 2018	May 2018
Pre-K	93	93	83	100	95	95	92	92
K	96	100	92	96	94	98	98	98
1	82	89	91	94	90	98	81	91
2	70	77	80	96	92	90	88	91
3	61	56	54	75	67	70	82	89
4	77	79	64	78	54	72	67	83
5	85	51	68	75	55	57	67	65

Percentage of Students Meeting or Exceeding Expectations on PARCC

2015 PARCC % of Students Scoring 4 or 5					48%	52%	64%
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%

Percentage of Students Scoring 85% or above							
2017	PK	K	1	2	3	4	5
CCPS January Math Assessment	84%	86%	87%	84%	54%	46%	45%
CCPS May Math Assessment	79%	92%	92%	78%	57%	61%	40%
<i>Percentage of Students Scoring 90% or above</i>		80%	84%				

Use of Data to Improve First Pass Instruction

Students in grade Pre-K-2 demonstrated success on the 2017-18 benchmark assessment by scoring 80% or above. Many students are not meeting this standard in grades 3-5. When students are scoring 85% or higher on the math benchmark, more are also meeting/exceeding expectation on PARCC.

In order to continue to grow in grades K and 1 an analysis of students scoring 90% or above was completed and is included in the chart below. Purposeful and timely formative assessments will be used to improve first pass instruction and minimize the need for interventions. Increased student accountability to attend to precision is needed to minimize errors and increase student achievement. As grade level teams have analyzed historical data, each has identified an area needing special focus.

Writing School Needs Assessment

CBA 2016-2017	Written Expression Development of Ideas: 0	Written Expression Development of Ideas: 1	Written Expression Development of Ideas: 2	Written Expression Development of Ideas: 3	Written Expression Organization: 0	Written Expression Organization: 1	Written Expression Organization: 2	Written Expression Organization: 3	Written Expression Clarity: 0	Written Expression Clarity: 1	Written Expression Clarity: 2	Written Expression Clarity: 3	Knowledge of Language and Conventions: 0	Knowledge of Language and Conventions: 1	Knowledge of Language and Conventions: 2	Knowledge of Language and Conventions: 3
Second Grade CBA 1: Question 7	5	68	21	6	11	32	51	6	10	40	40	11	2	11	68	19
Second Grade CBA 1: Question 13	5	23	70	2	2	25	73	0	1.5	27	70	1.5	2	3	84	11
Third Grade CBA 1: Question 13	1	35	55	9	0	16	78	6	1	16	77	3	0	24	68	8
Third Grade CBA 2: Question 20	1	40	56	3	0	22	76	3	0	17	81	3	0	22	69	9
Fourth Grade CBA 1: Question 17	3	39	45	12	9	35	55	1	5	28	58	9	5	31	49	15
Fourth Grade CBA 2: Question 23	8	21	41	31	4	21	62	13	3	27	52	18	2	23	60	14
Fifth Grade CBA 1: Question 18	2	12	73	14	2	11	78	9	1	8	87	3	1	17	56	26
Fifth Grade CBA 2: Question 22	6	14	65	16	0	14	72	44	1	10	71	18	0	22	56	22

CBA 2017-2018	Written Expression Development of Ideas: 0	Written Expression Development of Ideas: 1	Written Expression Development of Ideas: 2	Written Expression Development of Ideas: 3	Written Expression Organization: 0	Written Expression Organization: 1	Written Expression Organization: 2	Written Expression Organization: 3	Written Expression Clarity: 0	Written Expression Clarity: 1	Written Expression Clarity: 2	Written Expression Clarity: 3	Knowledge of Language and Conventions: 0	Knowledge of Language and Conventions: 1	Knowledge of Language and Conventions: 2	Knowledge of Language and Conventions: 3
Kindergarten Info. Writing EOY	N/A	5%	95%	0%	N/A	5%	95%	0%	N/A	1%	97%	1%	N/A	18%	80%	2%
First Grade Info. Writing EOY	0	6%	86%	8%	0	9%	88%	3%	0	23%	76%	2%	0	9%	67%	24%
Second Grade Info. Writing EOY	0	9%	82%	9%	0	10%	85%	6%	0	11%	87%	1%	0	9%	68%	23%
Second Grade CBA 1: Question 7 R	1	26	56	17	4	22	61	13	3	22	71	4	1	12	53	34
Second Grade CBA 1: Question 13 I	3	13	79	3	4	16	77	4	1	16	81	26	1	4	69	29
Third Grade CBA 1: Question 13*New	0	35	53	12	0	27	72	1	1	23	68	7	0	7	73	20
Third Grade CBA 2: Question 20	0	25	63	11	0	8	89	3	0	24	76	0	0	6	59	35
Fourth Grade CBA 1: Question 17*NEW	0	32	64	3	1	18	77	3	0	9	90	1	0	11	78	10
Fourth Grade CBA 2: Question 23	0	25	58	17	0	24	75	1	10	17	80	3	0	15	65	20
Fifth Grade CBA 1: Question 18	5	22	56	16	3	24	65	7	3	32	59	7	3	30	46	21
Fifth Grade CBA 2: Question 22	12	19	56	13	3	19	56	17	4	24	59	13	0	20	50	30

Use of Data to Improve First Pass Instruction

Discussion with faculty members during vertical team meetings and faculty meetings indicated that they were finding students were unable to demonstrate the content skills and understanding they had due to writing that was below expectations. Teams will provide explicit instruction to support students' ability to clearly communicate ideas in response to literary and informational text in all content areas.

SIP for ELA GOAL: 2018-2019

90% or more of students in grade K-1 will demonstrate grade level comprehension on Running Records. 80% or more of students in grade 2-5 will demonstrate grade level comprehension with a score of 80% or higher on CBA 2.		
Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
1.1 Teachers will use progress monitoring tool(s) to analyze the data, share it with students, and the team at data meetings.	Sept. 2018	- Create progress monitoring tool(s) <i>(Format and location saved determined by teacher.)</i> -conference notes -data meetings (mid and end of quarter)
1.2 ELA teachers will plan with the reading specialist for use and analysis of common formative assessments to support next steps for instruction with specific teaching strategies that support comprehension.	Sept. 2018- June 2019	- Schedule for collaborative planning sessions - Team notes: reflections and next steps - Formative assessments and data
1.3 Grade level teams will develop and implement a plan to increase students' ability to read and interact with grade level text independently.	Sept. 2018- June 2019	-Grade level identification of strategies to increase engagement - K-5 Independent reading response journal using standard based question stems. -Student coding of text
1.4 During small group reading instruction teachers will use text at the student's instructional level to provide explicit instruction related to the reading behaviors needed to increase reading level.	Sept. 2018- June 2019	- Small group lesson plans - Anecdotal note taking tool that will support tracking student reading behaviors. <i>(Format and location saved determined by teacher.)</i>
1.5 Teachers will explicitly teach students to analyze and respond to multiple pieces of text by using strategies such as: * Close Reading Strategies * Coding strategies while reading the text * Strategic use of text dependent questions (DOK 1-4) (Notice and Note) * Compare/Contrast Strategies * Summarizing * Sign Posts	Sept. 2018- June 2019	- Lesson plans - Student work samples - Formative and Summative assessments
1.6 Grade level teams, Special Education Teachers, and Gifted and Talented teacher will participate in a lesson study based upon an area of identified need on the SIP.	Sept. 2018- June 2019	- Lesson plans - Formative Assessment - Lesson Reflection

SIP for Math: 2018-2019

Students in pre-k through 5th grade will increase achievement on the CCPS mathematics end of year assessment by utilizing strategies to increase fluency and accuracy of mathematics calculation.

Grade Level	PK	K	1	2	3	4	5
___% of students	90	90	90	85	80	80	80
will score ___% or above	85	90	90	85	85	85	85

Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
2.1 Teachers will use progress monitoring tool(s) to analyze the data, share with students, and share with the team at data meetings.	Sept. 2018	- Create progress monitoring tool(s) <i>(Format and location saved determined by teacher.)</i>
2.2 Mathematics teachers will plan with the math resource teacher for daily use and analysis of formative assessments (new learning with hinge questions and exit tickets) to determine next steps for instruction.	Sept. 2018-June 2019	- Schedule for collaborative planning sessions - Team notes: reflections and next steps - Lesson plans - Formative Assessment Data - Summative Assessment Data
2.3 Provide opportunities for students to attend to precision in order to practice mastered content individually and through analysis of others' work.	Sept. 2018-June 2019	- Decrease in precision-related errors - Student record of their own progress - Class record of progress - Summative Assessment Data
2.4 Teachers in grades K-5 will determine a plan for instruction and assessment of basic facts.	Sept. 2018	- Formative Assessment Data - End Of Year Fact Fluency Phase
2.5 Teachers will increase opportunities for problem based instruction/learning through the use of but not limited to CCPS Math Tasks and 3-Act Tasks.	At least one per month	- Lesson Plans - Formative Assessment Data
2.6 Grade level teams, Special Education Teachers, and Gifted and Talented teacher will participate in a lesson study based upon an area of identified need on the SIP.	Sept. 2018-June 2019	- Lesson Plans - Formative Assessment - Reflection

SIP for WRITING GOAL: 2018-2019

80% of the students in grades K-5 will score a 2 or 3 in the ideas section of the CCPS writing rubric for narrative, opinion, and information writing.		
Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
3.1 Teachers will use progress monitoring tool(s) to analyze the data, share it with students, and the team at data meetings.	Sept. 2018-June 2019	<ul style="list-style-type: none"> - Create progress monitoring tool(s) <i>(Format and location saved determined by teacher.)</i> - Data analysis as it relates to writing with a focus on ideas
3.2 Grade level teams will collaborate across content areas to develop long range plans and identifying specific ways to build writing into lessons.	Sept. 2018-June 2019	<ul style="list-style-type: none"> - Team notes - Lesson plans - Data
3.3 Collaborate to score pieces of writing using the writing rubric and use to revise lesson plans and long range plans.	Sept. 2018-June 2019	<ul style="list-style-type: none"> -Writing samples from students/rubrics -Lesson plans -Long range plans -Data -Team Notes
3.4 Teachers will teach students how to use the “state, cite, explain” thought process to create focused responses to text as appropriate.	Sept. 2018-June 2019	<ul style="list-style-type: none"> - Student responses and use of writing stems - More students will score a 2 consistently on the Ideas portion of the CCPS writing rubrics
3.5 Grade level teams will identify anchor papers that best reflect grade level expectations for personal narratives to be shared across grade levels.	Sept. 2018-June 2019	<ul style="list-style-type: none"> - Anchor papers
3.6 Grade level teams, Special Education Teachers, and Gifted and Talented teacher will participate in a lesson study based upon an area of identified need on the SIP.	Sept. 2018-June 2019	<ul style="list-style-type: none"> - Student writer’s journal - Teacher feedback