Carl Sandburg Learning Center
School Improvement Plan SY27
CSLC Monitoring Plan SY27

During the 2026 School Year, Carl Sandburg Learning Center earned 28.0 out of a total of 100 points on the MD School Report Card, earning an overall score of 1 star.
Based on the MD Report Card data, we will work to improve outcomes for students in the following areas:

MD Report Card Component		Goal	Data Monitoring Resources
Academics	ELA	By the end of the 2026-2027 school year, at least 30% of all EML students will meet or exceed individual projected growth goals (at, above, or well above average growth) on the DIBELS subtests nonsense word fluency, and at least 50% of all EML students in grades 2-5 will meet or exceed projected growth goals on the Maze subtest (fall to spring). By the end of the 2026-2027 school year, at least 30% of all Black/African American students will meet or exceed individual projected growth goals on the DIBELS subtests nonsense word fluency, and 35% of all Black/African American students in grades 2-5 will meet or exceed projected growth goals on the Maze subtest (fall to spring).	Target Data DIBELS Growth Data: EML Students DIBELS Growth Data: Black/African American Students Monitoring Data **Identify & include data to be monitored meeting the goal.*
	Math	By the end of 2026-2027, at least 40% of EML students will meet or exceed their individual projected growth goals on the mClass Math assessment from Fall to Spring. By the end of 2026-2027, at least 40% of Black/African American students will meet or exceed their individual projected growth goals on the mClass Math assessment from Fall to Spring.	Target Data Baseline data will be added to the Progress Monitoring documents after the BOY benchmark assessment Monitoring Data
	ELP	By the end of 2026-2027, the average growth for all EML students will increase to at or above 2.2 proficiency level from an average proficiency level of 1.78.	Target Data Average Proficiency Level, based on WIDA ACCESS Monitoring Data
Instructional Focus: Leader Learning	ELA Math ELP	By the end of 2026-2027, all teachers will engage in professional learning, following the MCPS District-Wide Professional Learning guidelines, on the instructional focus: *All teachers will provide opportunities for students to think effortfully in order to*	Planning for Effortful Thinking: Content and Language Objectives 9/29 Instructional Collaborative Planning: required professional

		meet or exceed grade-level standards.	learning to review artifacts and give feedback
Instructional Focus: Leader Learning	ELA Math ELP	By the end of 2026-2027, all teachers will receive walkthrough feedback using the following: • MCPS Instructional Focus Look-fors Walkthrough Tool. • Walkthrough Kick-up scheduling and documentation • Ongoing Leader learning to provide the professional learning, support, and accountability structures for teachers to create opportunities for students to think effortfully in order to meet grade-level standards	October: walk-throughs with feedback
School Quality & Climate	School Quality	By the end of 2026-2027, we will achieve a response rate of at least 70% of CSLC staff and 15% of CSLC families on MCPS Climate Survey during the fall and spring windows.	Current Fall response rates: • Staff: 59% • Families: 4% Current Spring response rates: • Staff: 7% • Families: 2%
School Quality & Climate	School Quality	By the end of 2026-2027, we will decrease the percentage of chronic absenteeism for Hispanic students from 68.44% to 42%. By the end of 2026-2027, we will decrease the percentage of chronic absenteeism for Black/African American students from 41.18% to 29%.	Target Data Chronic Absenteeism Data Monitoring Data

In order to meet these goals, staff will engage in learning and receive support in the following areas.

Professional Learning & Instructional Focus	Leader Learning	Central Office Cross-Functional Team Support
❖ All teachers will engage in professional learning, following the MCPS District-Wide Professional Learning guidelines, on the instructional focus: *All teachers will provide opportunities for students to think effortfully in order to meet or exceed grade-level standards.* ❖ All teachers will receive walkthrough feedback using the following: • MCPS Instructional Focus Look-fors Walkthrough Tool. • Walkthrough Kick-up scheduling and documentation • Ongoing Leader learning to provide the professional learning, support, and accountability structures for teachers to create opportunities for students to	❖ Continued professional learning through District-Wide Professional Learning guidelines	❖ Curriculum Implementation ❖ Strategies to support EML students ❖ Special Education Compliance

think effortfully to meet grade-level standards Weekly sessions with SDT, BST, and Program Special to ensure: ❖ On-going Instructional collaborative planning and practices ❖ Ongoing professional learning regarding IEP development and compliance ❖ Ongoing collaborative behavior data analysis and FBA/BIP compliance		
Community Engagement Focus:	School leaders will engage families through after-school events and use data from our community needs assessment to develop an implementation plan that addresses the specific needs of our students. In addition, CSLC will utilize a schoolwide attendance initiative to involve the school community with activities and positive reinforcement to encourage increased attendance. These efforts aim to strengthen home-school partnerships, promote student success, and contribute to an improved school climate and overall performance on the Maryland School Report Card.	

As a result, we expect to earn a 2-star rating as measured by the Maryland School Report Card in 2027, increasing earned points from 28.0 to at least 30 points.