



Stonegate Elementary School (SES)

School Improvement Plan SY25

Maryland School Report Card 2024 | Annual Targets



School Improvement Goal: Stonegate Elementary School will earn a four star rating on the Maryland School Report Card in 2025, increasing earned points from 63.2 points to at least 65.5 points.

Academic Achievement: ELA

Grades K-2 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	77%	82%	84%	54%	88%	81%	47%	39%
Imp.	+5%	-3%	+8%	+2%	-3%	+23%	+18%	+2%

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 77% to 82% with a focus on

- Hispanic students (54% to 59%)
- SWD students (47% to 52%)
- EML students (39% to 44%)

Instructional Focus: Increase active participation and discourse through explicit, systematic language-based skills and code-based skills (fluency, phonics, phonological awareness, conventions of print) instruction.

2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	58%	64.9%	56%	44.6%	70.5%	73.3%	25.9%	23.8%	38.4%
Imp.	-2.2%	-6.1%	-3%	+1.3%	-3.8%	-13.4%	+3.7%	+5.6%	-7.5%

Literacy Goal: In SY26, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from 58% to 63% with a focus on

- Hispanic students (44.6% to 49.6%)
- SWD students (25.9% to 30.9%)
- EML students (23.8% to 28.8%)

Instructional Focus: Increase engagement through structured academic discourse, incorporating all language domains (listening, speaking, reading and writing) in lesson design. Utilize MCAP aligned rubrics to support students with explaining their thinking using the expressive language domains of writing and representing.

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	49.2%	62.2%	43%	33.8%	68.2%	73.3%	22.2%	26.2%	27.4%
Imp.	+1.4%	+9%	-5.2%	+2.9%	+2.5%	+20%	+4.4%	+5.6%	-10.3%

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 49.2% to 54.2% with a focus on

- Hispanic students (33.8% to 38.8%)
- SWD students (22.2% to 27.5%)
- EML students (26.2% to 31.2%)

Instructional Focus: Structured discourse using Eureka's Instructional Routines, as well as identifying standards to address areas of growth and utilizing explicit modeling and practice in order to improve proficiency on MCAP as it relates to modeling and reasoning. Utilize MCAP aligned rubrics to support students with explaining their thinking using the expressive language domains of writing and representing.

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2026 Annual Target
80	22	25	33	57% (unofficial)	61.5%

*NOT MET includes NOT MET and No Calc

** MET includes scored 4.5, met by AGT, met by MGE, met both

In SY26 the percentage of EML students making progress toward English Language Proficiency will increase from 57% to 61.5% yielding a .4 point increase on the MD School Report Card.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
81.2%	7.1	7.0	100%

School Quality & Climate Goal: In SY26, the percentage of students reported **not** chronically absent will increase from 81.2% to 86.2%.

School Quality Strategy: Fostering positive student-to-student and student-to-staff relationships through community circles and restorative approaches. By creating conditions where students have an overall positive school experience, they will want to come to school, improving chronic absenteeism.

All Staff Instructional Focus

1. Meaningful student engagement and student to student discourse.
2. How to strategically support student growth in foundational skills while also ensuring all students have access to instruction on grade level standards.
3. Utilizing MCAP aligned rubrics in math and ELA to support students with explaining their thinking using the expressive language domains of writing and representing. PEP, Pre-K and LFI will utilize rubric type checklists to support student learning.

Leader Learning Focus

- Members of the Instructional Leadership Team will engage in leader learning on:
- How to lead their team with systemwide initiatives such as utilizing MCAP aligned rubrics to support students with explaining their thinking using the expressive language domains of writing and representing.
 - How to have coaching conversations with and how to give meaningful feedback to teammates about instruction, planning processes, and student discourse.
 - How to engage with and act on street data aligned with our instructional goal of student discourse and engagement.

Cross-Functional Team Focus

The central office Cross-Functional Team will focus their support at Stonegate ES on unpacking standards, data analysis at the classroom level, identifying instructional scaffolds, and implementation of interventions. The CFT members will also support professional learning opportunities on our instructional focus of discourse, gathering and acting on street data, and the use of MCAP rubrics within instruction.

Community Engagement Focus

Develop culturally responsive and antiracist two-way communication so that all families are provided with opportunities to learn about their child's education including progress, achievement, well-being, and resources to continue learning. Building strong home to school connections also helps to ensure attendance.