

School Improvement Goal: Watkins Mill Elementary School will earn a four star rating on the Maryland School Report Card in 2027, increasing earned points from 54% to at least 60% points.

Academic Achievement: ELA

Grades K-2 2026 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	59%	94%	73%	51%	83%	57%	37%	49%
Imp.	+11	+23	-2	+14	+23	-26	-2	+18

Literacy Goal: In SY27, the percentage of K-2 students reaching proficiency on DIBELS will increase from 59% to 64% with a focus on

- Hispanic students (51% to 56%)
- Black students (73% to 78%)
- EML students (49% to 54%)
- SWD students (37% to 42%)

Instructional Focus:

- High effective lesson planning with differentiation emphasis on SWD and EMLs
- Strong tier 1 instruction with emphasis on SWD and EMLs
 - Language Objectives
 - Effortful Thinking
 - Appropriate Scaffolds
- Intentional data analysis of formative and summative assessments
- Alignment of FIT instruction aligned to classroom instruction

2026 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	26.5%	44%	39%	20%	40%	56%	9%	13%	22
Imp.	+2.5	-21	+14	+0	-10	+12	+5	-2	-1.5

Literacy Goal: In SY27, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from 26.5% to 32% with a focus on

- Hispanic students (20% to 25%)
- Black students (39% to 44%)
- EML students (13% to 18%)
- SWD students (9% to 14%)

Instructional Focus:

- High effective lesson planning with differentiation emphasis on SWD and EMLs
- Strong tier 1 instruction with emphasis on SWD and EMLs
 - Language Objectives
 - Effortful Thinking
 - Appropriate Scaffolds
- Intentional data analysis of formative and summative assessments
- Alignment of FIT instruction aligned to classroom instruction

Academic Achievement: Math

2026 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	15.5%	38%	28%	8%	40%	44%	6%	4%	9
Imp.	+1.5	+12	+7	-3	+7	+22	+1	-4	-2.1

Mathematics Goal: In SY27, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 15.5% to 22% with a focus on

- Hispanic students (8% to 13%)
- Black students (28% to 33%)
- EML students (4% to 9%)
- SWD students (6% to 11%)

Instructional Focus:

- High effective lesson planning with differentiation emphasis on SWD and EMLs
- Strong tier 1 instruction with emphasis on SWD and EMLs
 - Language Objectives
 - Effortful Thinking
 - Appropriate Scaffolds
- Intentional data analysis of formative and summative assessments
- Alignment of FIT instruction aligned to classroom instruction

Progress Achieving English Language Proficiency

2026 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2026 Results	2027 Annual Target
424	81	91	157	63%	65%

In SY27, the percentage of EML students making progress toward English Language Proficiency will increase from 65% to 68% yielding a 3 point increase on the MD School Report Card.

*NOT MET only includes NOT MET

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

- Utilizing Domain Data to inform instruction and student support
- Targeted Support for "Access to Language" with a focus on Long-term EMLs, potential long-term EMLs, and 4.0-4.4 students
- Connecting the use of Language Objectives to targeted access to grade level standards

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
65.7% (3.5 out of 15.0)	4.1 (2.9 out of 7.0)	7.0 (2.1 out of 3.0)	100.0% (10 out of 10.0)

School Quality & Climate Goal: In SY27, the percentage of students chronically absent will be less than 25%, which is a minimum of a 5% decrease.

- Preventative measures will be set in place to celebrate students in school on a daily basis as a whole-school approach
- Weekly Student Well-being team members will strategically monitor absences on a weekly basis and providing continuous home to school communication
- Assigned grade-level liaisons to monitor and respond to potentially at-risk chronically absent students/families.

School Quality Strategy: Continue school-wide student support system to promote positive student to student and student to staff interactions with a focus on Restorative Approaches.

- School-wide Wolf PRIDE implementation
- Morning Meetings structure K-2
- Second Step Curriculum Implementation
- In-house school surveys of staff culture

Leader Learning Focus

Leaders will engage in professional development on:

1. Implementation and development of effective language objectives
2. How to strategically support students growth through the model of the mind
3. Meaningful student engagement through effortful thinking
4. Effective planning and implementation of appropriate scaffolds
5. Usage of school-wide data

Cross-Functional Team Focus

The central office Cross-Functional Team will focus their support at Watkins Mill in the following areas:

1. Curriculum planning
2. Effective tier 1 Instruction
3. Differentiated instruction delivered during FIT

WMES CFT Roles SY26-27

Community Engagement Focus

The Student Well Being Team, in collaboration with the Community Schools team will focus on:

1. Partnering with families to reduce chronic absenteeism and address barriers to regular attendance.
2. Strengthening culturally responsive, two-way communication and collaboration between families and the school.
3. Connecting students and families with resources, programs, learning opportunities, and community partnerships.
4. Elevating community voice in a culturally responsive manner to better understand and address community needs.