

Mill Creek Towne Elementary School

School Improvement Plan SY26

Maryland School Report Card SY26 | Annual Targets

School Improvement Goal: Mill Creek Towne Elementary School will earn a four star rating on the Maryland School Report Card in SY26, increasing earned points from 57.7 to at least 60 points.

Academic Achievement: ELA

Grades K-2 Spring 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	62.0%	69.2%	48.3%	51.3%	80.4%	73.3%	23.5%	38.8%
Imp.	-2.2	-7.3	-1.7	+0.2	+6.1	-26.7	-12.2	-4.5

***Data taken from MCPS Monitoring Dashboard**

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 62.0% to 67.0% with a focus on

- Hispanic/Latino students (51.3% to 56.1%)
- Black/African American (48.3% to 53.3%)
- Students with disabilities (23.5% to 28.5%)
- Emerging Multilingual Learners (38.8% to 43.8%)

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

Grades 3-5 2025 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	55.6%	77.8%	53.3%	34.3%	73.2%	72%	10.6%	20%	40.7%
Imp.	-1.4	+10.4	-10.6	-7.9	+1.2	+12.9	-4	-2.9	+1.6

Data taken from MD Report Card MCAP tab for 2025

Literacy Goal: In SY26, the percentage of 3-5 students proficient on the MCAP ELA/Alt MCAP ELA will increase from 55.6% to 60.6% with a focus on

- Hispanic/Latino students (34.3% to 39.3%)
- Black/African American (53.3% to 58.3%)
- Students with disabilities (10.6% to 15.6%)
- Emerging Multilingual Learners (20% to 25%)

Instructional Focus: Increase active participation and develop expressive language and comprehension skills through explicit vocabulary instruction, structured *academic discourse*, and interactions with complex texts (read-alouds, structured reading, responding).

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2025 Annual Target	2026 Annual Target
119	21	49	49	5.0	52.0	54.4

ELD Goal: In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 50% to 55% % yielding a 0.5 point increase on the MD School Report Card.

Instructional Focus: Increase student discourse opportunities and engagement in explicit expressive language instruction, particularly Speaking and Writing in all content areas, through intentional planning, effective first instruction, FIT, and focused professional learning on a functional language approach.

Data taken from MD Report Card > MCAP > English Language Proficiency

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 62.5% to 67.5% yielding an increase on the MD School Report Card.

*NOT MET only includes NOT MET

Academic Achievement: Math

2025 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	45.6%	68.9%	32%	28.3%	66.1%	72%	8.5	20.3%	27.8%
Imp.	+1.2	+3.7	-5.1	+1.1	+0.1	+8.4	-3.7	+3.2	-1.0

Data taken from MD Report Card MCAP tab for 2025

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 45.6% to 50.7% with a focus on

- Hispanic/Latino students (28.3% to 33.3%)
- Black/African American students (32% to 37%)
- Students with disabilities (8.5% to 13.5%)
- Emerging Multilingual Learners (20.3% to 25.3%)

Instructional Focus: Elevate discourse and written responses around modeling and reasoning through *structured discourse using Eureka Instructional Routines*, *differentiated instruction using Equip supporting content and enrichment resources*.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
74.3%	5.6	5.5	100%

Data taken from MD Report Card 2024 In 2025, our attendance rate was 92.7%.

School Quality & Climate Goal: In SY26, question 8 of the MCPS School-Based Staff Climate Survey will increase from 46.3% to at least 63.6% (+17.3 points).

School Quality Strategy: Foster positive and respectful relationships between staff and students through staff professional learning on Restorative Approaches, de-escalation techniques, Zones of Regulation pacing and instruction, and All Are Welcome lessons.

** MET includes scored 4.5, met by AGT (Annual Growth Target), met by MGT (Minimum Growth Expectation), met both

Leader Learning Focus	Cross-Functional Team Focus	Community Engagement Focus
Members of the Instructional Leadership Team will engage in leader learning about the functional language approach across all contents to improve outcomes in Listening, Speaking, Reading, and Writing, with a focus on Speaking and Writing. Leaders will identify best practices in Literacy and Math and plan for explicit Speaking and Writing opportunities in ILT meetings and planning meetings.	The central office Cross-Functional Team will focus their support at MCTES on gathering and analyzing SIP impact data with the school team, and identifying related actions to take in curriculum planning and scholar chats . CFTs will partner with MCTES leaders to create a thoughtful and effective instructional rounds protocol to capture effective and engaging Speaking and Writing opportunities across all content areas.	Establish culturally responsive and antiracist two-way communication so that all families are provided with opportunities to learn about critical academic benchmarks, a thorough awareness of their child’s learning and well-being, and resources to support their child's learning and well-being.