Fairland Elementary School
School Improvement Plan SY26
Maryland School Report Card 2025 | Annual Targets

School Improvement Goal: Fairland Elementary School will earn a <u>four</u> star rating on the Maryland School Report Card in 2025, increasing earned points from 49.7 to at least 60 points.

Fairland Monitoring Tool   Fairland Title 1 SIP SY26

Academic Achievement: ELA	Academic Achievement: Math
DIBELS 24-25 Growth Over Time	

Academic Achievement: ELA

Grades K-2 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	79%	91%	82%	67.3%	75%	90%	50%	68.1%
Imp.	-6	+2	-8	+5	-25	-1	-6	-9

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 78.5% to 82%. with a focus on:
- Black/African American students (82% to 87%)
- Hispanic/Latino students (67.3% to 72%)
- EML Learners (68% to 73%)

Instructional Focus: *Increase active participation and literacy skills through differentiated supports and skill-specific targeted instruction in letter sounds and decoding fluency (Nonsense Word Fluency-NWF).*

Grades 3-5 2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	37.4%	41.7%	37.1%	30.4%	-	-	8.3%	26.3%	28.2%
Imp.	-10.3	-20.8	-12.9	-8.4	-	-	-8.4	-6.4	-14.8

Literacy Goal: In SY26, the percentage of grades 3-5 students proficient on the MCAP ELA will increase from 37.4% to 47.7% with a focus on:
- Black/African American students (37.1 % to 48.8%)
- Hispanic/Latino students (30.4% to 38%)
- EML Learners (26.3% to 37.9%)

Instructional Focus:
Enhance students' use of academic vocabulary and written conventions through structured peer-to-peer discourse and accountable talk strategies.

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	32.4%	66.7%	31.3%	20.7	-	-	8.3%	26.7%	25%
Imp.	+0.7	+10.4	-2.7	-0.2	-	-	-8.4	-0.2	-0.4

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math will increase from 32.4% to 43.5% with a focus on::
- Black/African American students (31.3% to 43.1%)
- Hispanic/Latino students (20.7% to 34.6%)
- Emerging Multilingual Learners (26.7% to 38.3%)

Instructional Focus:
Enhance mathematical discourse and strengthen students' ability to articulate reasoning through constructed responses by implementing Eureka Instructional Routines, thereby cultivating greater capacity for mathematical modeling and reasoning.

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2026 Annual Target
107	28	16/79 20%	63/79 80%	80%	63%

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 80% to 85% yielding a 0.5 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
66.1%	4.7	5.9	99.8%

School Quality & Climate Goal: In SY26, the percentage of students not chronically absent will increase by 10%.

School Quality Strategy: Strengthen the Home to School connection by: (1) Providing opportunities for caretakers to engage with staff & students at school each month. (2) Foster positive peer connections through structured peer interaction activities during and after school. (3) Implement restorative approaches throughout our building. (4) The students not chronically absent will increase from 66.1% to 76.1%

Leader Learning Focus

Members of the Instructional Leadership Team will engage in:
*identifying research based student to student discourse structures to implement school wide

*identifying accountable talk structures that match the development of students in each grade level

*Analyzing MSDE practice tests to determine how to incorporate the same rigorous questions into daily instruction

*Highlighting academic vocabulary to support more robust written responses

*Researching and analysing the implementation of the writing process with an explicit focus on the writing conventions in grades K-5.

*Leader learning on facilitating data chat discussions, feedback on instruction and coaching and accountability structures/process

Cross-Functional Team Focus

*Supporting Literacy programming across grade levels with a focus on intermediate learners.

*Support with identifying research based strategies that support discourse and vocabulary aquistion. In addition, help design and deliver professional learning opportunities to staff.

*Provide a math and reading standards performance analysis document

Community Engagement Focus

*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.

*The Student Wellbeing Team will prioritize identifying chronically absent students through ongoing family communication, developing a student incentive program, and collaborating with families to create targeted action plans that support improved attendance.