

Cloverly Elementary School (CES) - School Improvement Plan SY26

Maryland School Report Card SY26 | [Annual Targets](#) | [Monitoring Plan](#)

School Improvement Goal: Cloverly Elementary School will maintain a four star rating on the Maryland School Report Card in 2025, increasing earned points from 60.1% to at least 63.1%.

Academic Achievement: ELA

Grades K-2 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Fy24. Prof.	75.2%	70%	81.8%	58.7%	90%	100%	47.4%	35.7%
Fy25 Prof	71.2%	71.4%	70.3%	58.5%	87.2%	78.6%	39.1%	36.4%
Imp.	-4	+1.4	-11.5	-2	-2.8	-21.4	-8.3	+7

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 71% to 76% with a focus on

- Black students (70% to 75%) (25/33 students, increase of 2 students)
- Hispanic/Latino students (58% to 63%) (35/55 students, increase of 3 students)
- Students with disabilities (39% to 44%) (7/16 students, increase of 1 students)
- EML Learners (36% to 41%) (13/32 students, increase of 2 students)

Instructional Focus: Increase active participation through the use of Talking Tools and improve literacy skills through explicit, systematic language-based skills and code-based skills instruction in fluency and phonics. .

Grades 3-5 2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Fy24 Prof.	52.2%	66.7%	43.1%	30.8%	76.8%	-	12.8%	26.7%	24.6%
Fy25 Prof.	40%	57%	45%	19%	67%	30%	17%	8%	19%
Imp.	-12.2	-9.7	+1.9	-11.8	-9.8	N/A	+4.2	-18.7	-5.6

Literacy Goal: In SY26, the percentage of 3-5 students proficient on the MCAP ELA/Alt MCAP ELA will increase from 40% to 55.4% (FY 26 ESSA target: 119/214 students, increase of 34 students) with a focus on

- Hispanic/Latino students (19% to 30%) (21/70 students, increase of 8 students)
- Students with disabilities (17% to 25%) (9/35 students, increase of 5 students)
- EML Learners (8% to 26%) (10/39 students, increase of 7 students)

Instructional Focus: Increase active participation through the use of Talking Tools to enhance student discourse and improve language and comprehension skills through explicit vocabulary instruction, with a focus on verbal reasoning 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 **	2024 Results	2025 Results
90	15	14	61	81.3%	84%

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 83% to 88% yielding a .4 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

Academic Achievement: Math

2024-2025 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Fy24 Prof.	44.1%	59.3%	37.3%	18.8%	69.6%	-	10%	17.2%	21.9%
Fy25 Prof.	46%	68%	49%	22%	65%	50%	14%	25%	24%
Imp.	+1.9	+8.7	+12.3	+3.3	-4.6	N/A	+4	+7.8	+2.1

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 46% to 51.6% (ESSA target: 111/214 students, increase of 13 students) with a focus on

- Hispanic/Latino students (21% to 30%) (21/70 students, increase of 7 students)
- Students with disabilities (14% to 19%) (7/35 students, increase of 2 students)
- Emerging Multilingual Learners (23% to 28%) (11/39 students, increase of 2 students)

Instructional Focus: Increase active participation through the use of Talking Tools to enhance student discourse and strengthen 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
81%	6.0	6.7	100%

School Quality & Climate Goal: In SY26, the percentage of students answering favorably in the student-student relationships section and the bullying section will increase by 1.

School Climate Goal:

By the end of the 2025-2026 school year, we will reduce the chronic absenteeism rate of our Hispanic students from 31.3% to 25%. (revised goal with corrected data yet still reflecting a 6.3% decrease)

School Quality Strategy: Fostering positive peer connections through structured peer interaction activities & restorative approaches.

Leader Learning Focus

Cross-Functional Team Focus

Community Engagement Focus

Members of the Instructional Leadership Team will engage in leader learning on facilitating collaborative planning using the weekly collaborative structures and, analyzing data to inform instruction and measure student progress,

The central office Cross-Functional Team will focus their support at CES on Chronic Absenteeism, Curriculum planning and gathering and analyzing SIP impact data.

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.