



25-26 Travilah Elementary School (SES)

School Improvement Plan SY25

[Maryland School Report Card 2024](#) | [Annual Targets](#) | [School Monitoring Plan](#)



School Improvement Goal: Travilah Elementary School will earn a five-star rating on the Maryland School Report Card in 2025, increasing earned points from 78.9% to at least 83.9% points.

Academic Achievement: ELA

2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	78.7%	87.5%	52.4%	57.9%	81.4%		40.0%	68.8%	44.0%
Imp.	-1.4%	.6%	-14.3%	-13.5%	4.7%		9.6%	4.8%	-8.0%

Literacy Goal: In SY25, the percentage of students proficient on the MCAP ELA will increase from 78.7% to 87.6% with a focus on Black students (52.4% to 76.3%) and students with disabilities (40% to 79.8%).

Instructional Focus: Promote active engagement and strengthen language and written comprehension skills through targeted vocabulary instruction, structured academic discussions, and meaningful interactions with complex texts (including read-alouds, guided reading, and written or oral responses).

Grades K-2 24-25 Spring DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	93%	98%	87%	84%	94%	82%	83%	72%
Imp.	-1%	-2%	-14%	-8%	3%	4%	20%	-3%

Literacy Goal: In SY25, the percentage of students proficient on DIBELS will increase from 93% to 94% with a focus on Black students (87% to 88%) and our Hispanic students (84% to 87%).

Instructional Focus: Strengthen active involvement and literacy achievement through explicit, systematic teaching of language-based and code-based skills, encompassing fluency, phonics, phonological awareness, and print conventions.

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	72.7%	86.4%	38.1%	60.0%	69.5%		32.0%	60.6%	36.0%
Imp.	1.0%	1.9%	-0.8%	10.0%	2.8%		5.9%	4.6%	-4.0%

Mathematics Goal:

In SY25, the percentage of students proficient on the MCAP Math will increase from 72.7% to 85.7% with a focus on Black students from 38.1% to 47.8% by moving 3 students from level 2 to level 3 on MCAP to increase by 2.4 points and students with disabilities (32% to 71.7%).

Instructional Focus: Academic language, 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*.

Progress Achieving English Language Proficiency

2024 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Annual Target
38	7	8/31 25.8%	23/31 80.6%	8.0	76.6%

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 80.6% to 81.6% yielding a .1 point increase on the MD School Report Card.

*NOT MET includes NOT MET and No Calc

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

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
90.7%	7.0	7.1	100%

School Quality & Climate Goal: In SY26, the percentage of students on the School Survey will increase from 4.9 out of 7.0 to 6.0 out of 7.0.

Attendance Goal: The percentage of students NOT chronically absent will increase from 90.7% to 93% with a focus on our black, Hispanic, EMLs and students with disabilities increasing their attendance and availability for learning.

School Quality Strategy: Fostering positive student to student, student to staff and staff to staff connections through structured peer interaction activities & restorative approaches.

Staff Learning Focus

Cross-Functional Team Focus

Community Engagement Focus

Quarter 1:

Add Cross-Functional Team Focus
WHAT DO WE NEED?

Add Community Engagement Focus

Members of the staff will engage in learning through data discussions, instructional PDs, classroom visits/feedback, and collaborative planning to enhance student engagement and discourse.

The central office Cross-Functional Team will focus their support at Travilah in staff learning through data collection, possible instructional PDs, classroom visits/feedback, and collaborative planning to enhance student engagement and discourse.

Continue 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