



Snowden Farm Elementary School

School Improvement Plan SY26-27

Maryland School Report Card 2025 | Annual Targets



School Improvement Goal: Snowden Farm Elementary School will earn a four star rating on the Maryland School Report Card in 2026, increasing earned points from 70.6 points to at least 74 points.

Instructional Focus: All students will be prompted to think effortfully in order to meet or exceed grade-level standards.

Academic Achievement: ELA

Grades K-2 2026 DIBELS Results

	ALL 218	AS 95	BL 42	HI 30	WH 32	2+ 19	SWD 28	EML 29
Prof.	84%	90%	70%	77%	87%	89%	52%	66%
Imp.	1%	-4%	-5%	11%	10%	-2%	2%	-17

Literacy Goal: In SY26-27, the percentage of K-2 students proficient on DIBELS will increase from 84% to 89% with a focus on

- Students with disabilities (52% to 59%)
- Emerging Multilingual Learners (66% to 72%)

Instructional Focus: Increase literacy skills through explicit, systematic oral language-based and code-based skills (phonemic awareness, phonics, and fluency) instruction that engages all students in active participation.

2026 MCAP ELA Results

	ALL 311	AS 145	BL 67	HI 40	WH 43	2+ 16	SWD 39	EML 23	ED 75
Prof.	71%	88.9%	54.4%	51.2%	62.8%	50%	31%	39%	29.8%
Imp.	1.7	4	5.9	1.2	-2	-11.1	1.3	-4.3	-18.3%

Literacy Goal: In SY26-27, the percentage of students proficient on the MCAP ELA will increase from 71% to 76% with a focus on

- Students with disabilities (31% to 38%)
- Economically disadvantage from 29% to 36%
- Emerging Multilingual Learners (39%-46%)

Instructional Focus: Provide explicit instruction, including a gradual release of responsibility, during Tier 1 instruction with CKLA materials to increase strategic comprehension strategies in order to communicate comprehension of informational and literary texts orally and in writing.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
92.4%	6.5	6.2	100%

School Quality & Climate Goal: In SY26-27, the percentage of students who report confidence in positive student to student relationships and who do not believe bullying is a problem will increase from a score of 4.3 to a 5.5.

School Quality Strategy: ILT will develop a peer-to-peer action plan that details school wide proactive measures to support positive peer relationships and reactive measures to ensure all staff prioritize responding to negative peer to peer interactions immediately and consistently to decrease occurrences.

Academic Achievement: Math

2026 MCAP Math Results

	ALL 311	AS 145	BL 67	HI 40	WH 43	2+ 16	SWD 39	EML 23	ED 75
Prof.	63%	88%	37%	36%	49%	50%	28%	39%	28%
Imp.	0.5%	4%	6.4%	-9.1%	-1.2%	-11.1%	3.5%	-6.1%	-3.6%

Mathematics Goal: In SY26-27, the percentage of students proficient on the MCAP Math will increase from 63% to 68% with a focus on

- Students with disabilities from 28% to 35%
- Economically disadvantage from 28% to 35%
- English Language Learners from 39% to 45%

Instructional Focus: All students will use math language in daily math lessons to express oral and written reasoning of math concepts. Particular focus will be placed on ensuring "all students do all tasks" to prioritize effortful thinking.

Progress Achieving English Language Proficiency

2026 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2026 Results	2026 Annual Target
51	8	8/43	35/43	8.1	8.5

In SY26-27, the percentage of EML students making progress toward English Language Proficiency will increase from 81% to 85% yielding a 0.4 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

Leader Learning Focus

Instructional Leaders will study components of effective Tier 1 instruction as described in Studying Skillful Teaching and apply

Cross-Functional Team Focus

The Cross Functional Team will increase the capacity of Snowden Farm educators to appropriately support students with disabilities to ensure equitable

Family Engagement Focus

Snowden Farm Families will improve their sense of belonging with the school through increased engagement and collaboration with school events, and provide

learning through facilitation of collaborative planning sessions. access to rigorous instruction and progress towards proficiency on assessments. explicit feedback to support effectiveness of family outreach measures.