



Meadow Hall Elementary School (MHES)

School Improvement Plan SY26

Maryland School Report Card 2025 | Annual Targets



School Improvement Goal: MHES will maintain a 4-star rating on the Maryland School Report Card in 2026, increasing the number of earned points from 60.7 to at least 64 points.

Academic Achievement: ELA

Grades K-2 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	69%	100% *	100% *	55%	90%	100%	67%*	46%
Imp.	+14	+28	+14	+14	+2	-0	+25	+15

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 69 % to 75% with a focus on

- Hispanic/Latino students (55% to 60%)
- Emergent Multilingual Learners (46% to 55%)

Instructional Focus: We will increase student active participation and literacy achievement by implementing daily, explicit, and systematic instruction in language-based and code-based literacy skills—including phonological awareness, phonics, fluency, and conventions of print—resulting in a **6 % increase** in the number of students meeting or exceeding grade-level benchmarks on K-2 DIBELS and other district literacy assessments by Spring 2026.

2025 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	32.9%	33.3%	37.5%	18.8%	76%	50%	7.8%	14.7%	25.9%
Imp.	+4	-11.1	+14.4	+1.5	+6.8	N/A	-.9	+1.2	+3.1

Literacy Goal: In SY26, the percentage of grades 3-5 students proficient on the MCAP ELA/Alt MCAP ELA will increase from 32.9% to 40% with a focus on

- Hispanic students (18.8% to 27%)
- Black Students (37.5% to 43%)
- Students with Disabilities (7.8% to 13%)
- Emergent Multilingual Learners (14.7% to 20%)

Instructional Focus: We will increase student independence in developing grade-level literacy skills by providing daily, rigorous instruction that meets individual student needs through explicit vocabulary instruction, structured academic discourse, and engagement with complex texts (e.g., read-alouds, shared reading, written responses). Success will be measured by a 10% increase in the number of students demonstrating proficiency in **vocabulary usage, text comprehension, and written response tasks** on district assessments and classroom-based measures by Spring 2026.

Academic Achievement: Math

2025 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	26.2%	58.3%	12.5%	15.7%	56%	41.7%	9.8	11.8%	17.3%
Imp.	+4.5%	+21.9	+4.8	+3.9	-9.4	N/A	+1.3	+3	+6

Mathematics Goal: In SY26, the percentage of grades 3-5 students proficient on the MCAP Math MCAP Math will increase from 26.2 % to 35%, with a focus on

- Emergent Multilingual Learners (11.8% to 20%)
- Students with Disabilities (7.8 % to 12%)

Instructional Focus: We will increase student independence in solving, modeling, and reasoning tasks by providing daily opportunities for rigorous problem-solving, aligned to grade-level standards, and by delivering timely, targeted feedback that supports student accountability and deepens conceptual understanding. Progress will be measured by a **10% increase** in the number of students demonstrating proficiency in **modeling and reasoning on district math assessments** and common formative tasks by Spring 2026.

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2026 Annual Target
150	37	60/113 53%	53/113 47%	4.7	4.7

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 47% to 53%, yielding a 6-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

2025 MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
84.3%	6.8	6.2	100%

School Quality & Climate Goal: In FY 26, the percentage of students answering favorably in the student-student relationships section and the bullying section will increase by 1.

Chronic Absenteeism Goal: In FY 26, the percentage of students NOT chronically absent will increase from 84.3% & to 90% by the spring of 2026.

School Quality Strategy: Fostering staff and student wellness and commitment to growth through intentional self-care practices, classroom structures, and reflective professional development that positively impacts teaching and learning for all.

Leader Learning Focus

The Instructional Leadership Team, in partnership with the Cross Functional Team, will build capacity to lead adaptive change through research-based math and reading pedagogy, fostering high expectations, equitable instruction, and data-driven practices that promote student growth and achievement.

Cross-Functional Team Focus

The central office Cross-Functional Team will focus its support at MHES on closing the achievement gap (supporting the work necessary to address achievement gaps of students significantly below grade level in math and literacy.

Community Engagement Focus

MHES community engagement focus will be centered on a collaborative partnership that empowers families to support student success and well-being, creating a strong, inclusive community where every child can thrive.

MHES Media Center Action Plan- 2025-2026