

School Improvement Goal: Seven Locks Elementary School will earn a five star rating on the Maryland School Report Card in 2026, increasing earned percent from 78.4% to at least 80%.

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	AS	BL	HI	WH	2+	SWD	EML
Prof.	88.7	96.9	71.4	90	86.9	92	61.1	77.7
Imp.	-3.4	-.03	-28.6	-0.9	-2.1	+2	-15.3	-0.1

Literacy Goal: In SY26-27, the percentage of K-2 students reaching proficiency on DIBELS will increase from 88.7% to 92%, with a focus on:

- Students with disabilities (61.1% to 70%)
- Black or African American students (71.4% to 80%)
- EML students (77.7% to 83%)

2026 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	85.3	84.2	75.0	85.7	86.1	X	31.6	71.4	78.9
Imp.	-3.1	-7.6	-18.8	+3.3	-1.7	X	-20.6	+2.2	+9.7

Literacy Goal: In SY26-27, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from 85.3% to 90%, with a focus on:

- Students with disabilities (31.6% to 50%)
- Black or African American students (75% to 82%)
- EML students (71.4% to 78%)

Progress Achieving English Language Proficiency

2026 WIDA Access Results

Tested Count	Percent Making Progress	Proficiency Level Established	NOT MET*	MET **	ACCESS 2026 Results	ACCESS 2027 Target
11	81.8%	5	2	9	N/A	N/A

In SY26-27, the percentage of EML students making progress toward English Language Proficiency will increase from **81.8% to 85%**. This will not result in a point increase on the Maryland Report Card because we do not have enough students to show a significant

*NOT MET only includes NOT MET

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

Academic Achievement: Math

2026 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	80.6	89.7	56.3	85.7	79.6	X	26.3	66.7	57.9
Imp.	-0.5	-2.1	-6.2	+2.4	+4.1	X	-4.1	-4.7	+19.4

Mathematics Goal: In SY26-27, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 80.6% to 85%, with a focus on:

- Students with disabilities (26.3% to 40%)
- Black or African American students (56.3% to 68%)

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
13/15	4.4/7	N/A	10/10

School Quality & Climate Goal: In SY26-27, the percentage of students who report that they feel comfortable sharing their ideas and thinking in class will increase from 91.2% to 95%, as measured by the SLES Student Survey. This focus supports improvement in the School Quality and Success indicators on the Maryland School Report Card by strengthening student voice, belonging, engagement, and positive school experiences.

Research/District Alignment: Restorative approaches, positive classroom management, student voice, and belonging practices aligned with MCPS priorities for student well-being and equitable learning environments.

School Quality Strategy:

- Mirror parent, staff, and student voice surveys: October, February, May.
- Learning around RA, first day assembly.
- Staff Learning related to RA, positive classroom management/feedback (paraeducators)
- Continue post cards, positive calls, pawisitive office referrals.
- Lean into "No Place for Hate".
- More student leadership opportunities.
- Use TVs to display student work and heritage months.

Leader Learning Focus	Cross-Functional Team Focus	Family Engagement Focus
We commit to leading with accountability, curiosity, and empathy, building trust and solving problems together. By empowering our teams and recognizing their strengths, we will create equitable and impactful learning environments. Our focus is on addressing students' foundational gaps while fostering growth for all learners. Through consistent actions, genuine care, and collaborative leadership, we ensure our teams feel supported, valued, and inspired to meet the needs of every student. Leaders will build their capacity to use research-based practices in evidence, feedback, coaching, and collaborative problem solving to monitor Tier 1 implementation and support continuous improvement across teams.	Our cross-functional team, will collaborate to ensure every classroom has strong Tier 1 instruction at its core through classroom and team planning visits, and coaching meetings with grade-level and Navigation team members (Admin, SDT, RS, and Counselor). Together, we will address foundational gaps, provide meaningful enrichment opportunities, and tailor the curriculum to meet the needs of individual students. By doing so, we will create equitable, engaging, and ideal learning environments where all students can thrive.	We will build strong, authentic partnerships with families and the wider community to support student success. By fostering open communication, creating opportunities for collaboration, and valuing every voice, we ensure our community is engaged as active partners in learning. Together, we will align resources, strengthen relationships, and cultivate shared responsibility so that all students experience solid Tier 1 instruction, targeted support for foundational gaps, enrichment opportunities, and curriculum tailored to their individual needs. Family voice will be gathered throughout the year through aligned October, February, and May surveys and opportunities for dialogue. Feedback will be used to identify needs, inform school actions, and evaluate progress toward SIP priorities.

Outcome: Meeting the academic achievement, English Language Proficiency, and School Quality & Success goals will increase performance across Maryland School Report Card indicators and support Seven Locks in increasing its earned percentage from 78.4% to at least 80%, resulting in a five-star rating.