

School Improvement Goal: Kemp Mill Elementary School will earn a four star rating on the Maryland School Report Card in 2025, increasing earned points from 49.5 to at least 60 points.

Academic Achievement: ELA

Grades K-2 2024-25 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
2024	65.7%	0%	60%	64.9%	100%	N.A.	0%	59.4%
2025 Prof.	137/176 78%	1/1 100%	11/19 57.9%	90/149 60.4%	6/7 85.8%	N.A.	3/11 27.3%	75/119 62.6%
Imp.	+12.3%	+100%	-2.1%	-4.5%	-14.2%	N.A.	+27.3%	+2.2%

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 78% to 83% with a focus on...

- Hispanic/Latino students (79% to 84%)
- Black/African American (68% to 78%)
- Students with disabilities (40% to 50%)
- EML Learners (78% to 83%)

Grades K-2 2024-25 Lectura Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
2024	83.9%	0%	62.5%	85.5%	100%	N.A.	33.3%	82.2%
2025 Prof.	72.2%	100%	63.1%	73.1%	71.5%	N.A.	36.4%	71.5%
Imp.	-11.7%	+100%	+0.6%	-12.4%	-28.5%	N.A.	+3.1%	-10.7%

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from 78% to 83% with a focus on...

- Hispanic/Latino students (73.1% to 80%)
- Black/African American (63.1% to 70%)
- Students with disabilities (36.4% to 50%)
- EML Learners (71.5% to 85%)

Instructional Focus: Kemp Mill teachers will strengthen their Tier 1 instruction using student assessment data and progress monitoring to guide and improve early literacy instruction in Spanish and English. Teachers will embed scaffolding supports and opportunities for structured oracy in order to minimize the number of students that will need intervention in Tier 2 and Tier 3. The information gathered from assessment data and progress monitoring will be used to design targeted FIT groups that intentionally meet our student's needs.

Academic Achievement: Math

2025 MCAP Math Results - Grades 3-5

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
2024 Prof.	13.4%	N.A.	29.4%	10.5%	N.A.	N.A.	5.9%	8.6%	12.4%
2025 Prof.	29/191 16%	1/1 100%	3/12 25%	23/175 13%	2/3 66%	N.A.	1/16 6%	14/133 11%	
Imp.	2.6%	N.A.	-4.4%	+2.5%	N.A.	N.A.	+0.1%	+2.4%	

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP

Math will increase from 16% to 25% with a focus on

- Hispanic/Latino students (13% to 20%)
- Black/African American students (25% to 45%)
- Students with disabilities (6% to 19%)
- Emerging Multilingual Learners (11% to 20%)

Instructional Focus:

Hone the grade level standards. This will be done by improving student structured discourse using Eureka Instructional Routines, progress monitoring, creating data informed small groups and implementing FIT with Equip supporting content and iReady. Providing enrichment resources to increase critical thinking. Devising writing opportunities to convey reasoning and problem solving approaches.

Link to K-2 Mathematics goals (MAP-P)

2025 MAP-P Math Results - Grades K-2

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	96/175 54.9%	1/1 100%	7/19 37%	81/148 54.7%	4/7 57.1%	N.A.	5/11 45.5%	59/118 50%
Imp.	+65%	+0%	+13%	+10.3%	+20%	N.A.	+4.5%	+10%

Math will increase from 54.9% to 65% with a focus on...

- Hispanic/Latino students (54.7% to 65%)
- Black/African American students (37% to 50%)
- Students with disabilities (45.5% to 50%)
- Emerging Multilingual Learners (50% to 60%)

Grades 3-5 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
2024 Prof.	21.4%	N.A.	52.9%	16.9%	N.A.	N.A.	5.9%	15.3%	19.5%
2025 Prof.	47/191 25%	1/1 100%	6/12 50%	38/175 22%	2/3 67%	N/A	3/16 19%	19/133 14%	N/A
Imp.	+3.6 %	+0%	-2.9%	+5.1%		N/A	+13.1%	-1.3%	

Literacy Goal: In SY26, the percentage of 3-5 students proficient on the MCAP ELA/Alt MCAP ELA will increase from 25% to 35% with a focus on...

- Hispanic/Latino students (22% to 29%)
- Black/African American (50% to 66%)
- Students with disabilities (19% to 31%)
- EML Learners (14% to 24%)

Instructional Focus: *Kemp Mill teachers, administrators, instructional leaders, and specialists, vow to focus on explicit tier 1 instruction related to grade-level standards that embeds scaffolding supports and opportunities for structured oracy. An additional focus will be elevating authentic biliterate writing practices that will ultimately support them in answering text based questions and writing prompts. Information gathered from assessment data and progress monitoring will be used to design targeted FIT groups that intentionally meet our student's needs.*

Instructional Focus:
Hone the grade level standards. This will be done by improving student structured discourse using Eureka Instructional Routines, progress monitoring, creating data informed small groups and implementing FIT with Core Fluencies, Equip use with 1st and 2nd grade supporting content and iReady. Providing enrichment resources to increase critical thinking. Devising writing opportunities to convey reasoning and problem solving approaches

Progress Achieving English Language Proficiency

2024 WIDA Access Results

	Tested Count	Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Annual Target
2024 WIDA Results	233	53	75/180 41.6%	105/180 58.3%	5.8	5.7
	Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2026 Annual Target
2025 WIDA Results	248	55	82/193 42.5%	111/193 57.5%	5.7	5.9

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 58.4% to **70%** yielding a 1.7 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

WIDA Data - [link here](#)
ELD Professional learning - [link here](#)

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
74.35%	6.2	6.9	100%

School Quality & Climate Goal: In SY26, the percentage of students not chronically absent will reach above 95%.

School Quality Strategy: Fostering positive relationships for students and staff through structured peer interaction activities & restorative approaches.
Increased attendance monitoring.
Teachers at the grade level will create incentive programs and celebrate near perfect attendance.

Leader Learning Focus

Members of the Instructional Leadership Team will engage in leader learning on facilitating data chat discussions, feedback on

Cross-Functional Team Focus

The central office Cross-Functional Team will focus their support at SMS on Chronic Absenteeism, Curriculum planning and

Community Engagement Focus

Establish culturally responsive and antiracist two-way communication so that all families are provided with opportunities to **learn** about

instruction and coaching and accountability structures/process.

KMES Walkthrough Feedback Tool
KMES Leader Learning
Professional Learning Plan 25-26

gathering and analyzing SIP impact data.

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.
[📄 KMES Parent Resource ToolKit](#)
[Parent Feedback Form](#)