



# Cedar Grove Elementary School



## School Improvement Plan SY26 Maryland School Report Card SY26 | Annual Targets

**School Improvement Goal:** Cedar Grove Elementary School will earn a five star rating on the Maryland School Report Card in SY26, increasing earned points from 73 points to at least 75 points.

### Academic Achievement: ELA

#### 2024-2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Spring Prof.	92%	96%	95 %	81%	89%	100%	71%	67%
Imp.	+16	-1	+4	+11	+2	+/-0	+5	+17

**Literacy Goal:** In SY26, the percentage of students reaching proficiency on DIBELS will increase from 92% to 93% with a focus on:

- Special Education students (71% to 74%)
- EML (67% to 70%)

**Instructional Focus:** Increase literacy skills through explicit, systematic language-based skills and code-based skills (fluency, phonics, phonological awareness, conventions of print) instruction.

#### 2024-2025 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	75%	90%	54%	63%	65%	60%	43%	0%	54%
Imp.	+4	+8	-14	+17	-12	+16	+12	-20	-12

**Literacy Goal:** In SY26, the percentage of students proficient on the MCAP ELA will increase from 75% to 77.3% with a focus on:

- Hispanic/Latino students (63% to 66.2%)
- Black/African American (54.2% to 58.5%)
- Students with disabilities (43.8% to 50.3%)
- EML Learners (0% to 41.3%)

**Instructional Focus:** Provide explicit instruction on vocabulary and language structure to support an increase in overall reading comprehension through interactions with complex grade level texts.

### Academic Achievement: Math

#### 2024-2025 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	67.4%	83.1%	37.5%	46.2%	70%	70%	35.7%	29.4%	43.5%
Imp. Goal	+4	+9	-2.5	+10.5	+1.7	-20	+6.5	+14	+2.5

**Mathematics Goal:** In SY25, the percentage of students proficient on the MCAP Math will increase from 67.4% to 72.4% with a focus on:

- Hispanic/Latino students (46.2% to 56.2%)
- Black/African American (37.5% to 47.5%)
- Students with disabilities (35.7% to 45.7%)
- EML Learners (29.4% to 39.4%)

**Instructional Focus:** The Instructional Focus is analyzing math MCAP design and how it relates to the Eureka Math Curriculum. Staff will use what they have learned from MCAP blueprints, rubrics, question types, MSDE-scored responses, and instructional routines to explicitly teach modeling and reasoning.

## Progress Achieving English Language Proficiency

### 2024 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Annual Target
<a href="#">28</a>	4	3	22	87.5%	83.2%

In SY25, the percentage of EML students making progress toward English Language Proficiency will increase from 87.5% to 90% yielding a 2.5% 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
79%	7.2	7.3	100%

**School Quality & Climate Goal:** In SY26, we will decrease chronic absenteeism by 5% from 21% to 16%.

This year, our staff will engage in deep reflection and learning to examine our own identity and how they influence teaching, learning, and leadership. By developing a stronger awareness of our biases, we will strengthen our ability to lead with equity and intentionally disrupt practices that perpetuate inequities.

**School Quality Strategy:** Fostering positive parent relationships through outreach to reduce chronic absenteeism

### Leader Learning Focus

Members of the Instructional Leadership Team will engage in leader learning focused on MCAP, in particular:

ELA

- MCAP Evidence Statement Analysis at Grade Level
- CKLA Unit Assessment Analysis
- Deepening understanding of what's expected from students when writing in response to reading.
- Evaluate MCAP writing rubrics

Math

- MCAP design and data analysis
  - Blueprints
  - Modeling and Reasoning Rubrics
  - Question Types
  - Instructional Routines/Structured Discourse
  - Focus on modeling and reasoning during schoolwide instruction as a way to increase math MCAP scores in grades 3-5

### Cross-Functional Team Focus

The central office Cross-Functional Team will focus their support at CGES on MCAP growth and Chronic Absenteeism.

### Community Engagement Focus

Establish 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

