







Grades K - 5 : School Improvement Plan SY26 [Maryland School Report Card 2024](#) | [Annual Targets](#)

School Improvement Goal: Oakland Terrace Elementary School will earn a four/five star rating on the Maryland School Report Card, increasing earned points from **64.5% to at least 75% points**.

Academic Achievement: ELA







2025 DIBELS K-2 Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	65.8%	66.7%	76.5%	42.3%	78.7%	83.3%	50%	28.6%
Imp.	 +7.5%	-13.3%	 +7.4%	 +1.4%	 +7.7%	-4.2%	 +10.9%	 +1.7%

Literacy Goal: In SY26, the percentage of students proficient on the DIBELS will increase from **65.8% to 68%** with a focus on:

EML (28.6% to 32%)	SWD (50% to 54%)	Hispanic (42.3% to 50%)
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2025 MCAP 3-5 ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	62.8%	N/A	56.3%	41.9%	83.3%	81.8%	33.3%	9.5%
Imp.	 +3.5%	*	 +6.3%	 +12.2%	 +2.5%	-1.5%	 +8.3%	 +2.8%

Literacy Goal: In SY26, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from **62.8% to 65%** with a focus on:

EML (9.5% to 12%)	SWD (33.3% to 36%)	Hispanic (41.9% to 45%)
Asian * (Data not represented, less than 5 students)		

Literacy Instructional Focus: Increase student engagement and learning by:

- Utilizing visual and linguistic resources to support learning
- Providing opportunities for student discourse and conversation in the target language
- Incorporating movement into learning experiences
- Implementing scaffolds, modalities, and learning experiences to support differentiated instruction and the needs of all students

Progress Achieving English Language Proficiency

2025 K-5 WIDA Access Results

Total EML	Proficiency Level Established	MET ** Growth Goal	Did not meet Growth Goal	Exited ELD
70	12	31	27	46.6




ELP Goal: In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from **48.3% to 53%**

*NOT MET includes NOT MET and No Calc

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

Academic Achievement: Math


2025 MAP-P K-2 Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	65.7%	33.3%	70.6%	42.3%	81.9%	83.3%	44.5%	19.1%
Imp.	 +3.8%	-46.7%	 +9.7%	-3%	 +4.1%	-5.6%	-3.6%	-9%

Mathematics Goal: In SY26, the percentage of students proficient on the MAP-P will increase from **65.7% to 69%** with a focus on:

EML (19.1% to 23%)	SWD (44.5% to 47%)	Hispanic (42.3% to 45%)
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2025 MCAP 3-5 Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	46.4%	N/A	50%	19.1%	66.7%	81.8%	11.8%	0%
Imp.	-9.9%	*	 +12.5%	-5.9%	-19.8%	-18.2%	-11.3%	-5.9%

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from **46.4% to 50%** with a focus on:


EML (0% to 5%)	SWD (11.8% to 14%)	Hispanic (19.1% to 23%)
Asian * (Data not represented, less than 5 students)	Black (50% to 53%)	

Math Instructional Focus: Increase student engagement and learning by:

- Utilizing visual and linguistic resources to support learning
- Providing opportunities for student discourse and conversation in the target language
- Incorporating movement into learning experiences
- Implementing scaffolds, modalities, and learning experiences to support differentiated instruction and the needs of all students

School Quality & Success

2025 MD Report Card Data K-5

Students NOT Chronically Absent	Access to Well-Rounded Curriculum
87.97% (approx) Possibly 11.5 pts 	100% (10 points)

Chronic Absenteeism: Students not chronically absent will increase from **87.9% to 97%** .

School Quality Strategy: Collaboration with PTA increase awareness to the community regarding the importance of attendance and its impact on student achievement.

Leader Learning Focus	Cross-Functional Team Focus	Community Engagement Focus
<p>Members of the Instructional Leadership Team will engage in leader learning on analyzing data (achievement, growth and attendance) and using the data to guide professional development and teacher support to improve instructional practices.</p>	<p>The central office Cross-Functional Team will focus their support on strategies and best practices to support the HSM, SESES, PEP and TWI programs.</p>	<p>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:</p> <ul style="list-style-type: none"> • Attendance and its impact on student learning • Home-School communication and partnership