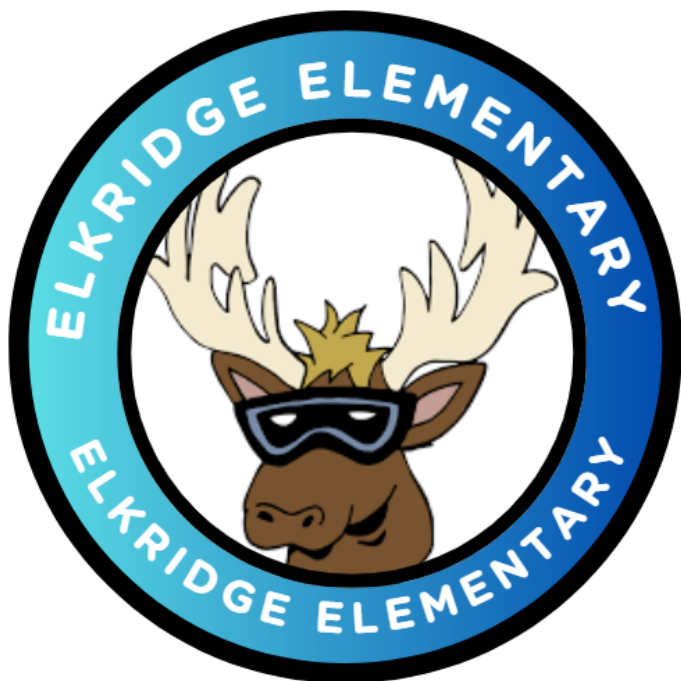




SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

ELKRIDGE ELEMENTARY: VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
Vision: Our mission is to partner with every family to provide a strong, engaging education, ensuring every child leaves Elkridge Elementary equipped for success in their next steps of learning and life. Mission: We envision a welcoming school where high expectations and a deep partnership with families help students grow into thoughtful, confident leaders who thrive through collaboration and perseverance.	<u>Reading Strategy:</u> Statement of Commitment: We commit to analyzing data to guide targeted small group instruction, using formative assessment and timely, actionable feedback to increase students' access to and proficiency with reading. Action Steps: • Collaboratively plan instruction using student data, anticipating learner needs before instruction happens • Group students flexibly based on current data, using WIN time in the new MTSS schedule. • Use formative assessment and data review to provide timely feedback during small groups and adjust instruction afterward. <u>Mathematics Strategy:</u> Statement of Commitment: We commit to thoughtfully planning and delivering instruction, providing students with appropriate support so that all students have increased access to and proficiency with course standards.
HCPSS EQUITY FRAMEWORK Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met. Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences. Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction. Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.	Action Steps: • Engaging in professional learning and collaborative planning to strengthen core Tier 1 math instruction. • Using formative assessment and observation data to place students into flexible small groups with clear Tier 2/3 entry and exit criteria. • Using a consistent formative and summative assessment cycle to monitor mastery, adjust instruction, and determine whether Tier 2/3 supports are working.
HCPSS PRIORITIES To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas. 1. Strengthen Learning & Instruction  2. Cultivate Student Belonging & Well-Being  3. Foster Staff Growth & Engagement  4. Enhance Systemic Planning & Procedures  5. Partner with Families & Community 	



Attendance Strategy:

Statement of Commitment: We commit to fostering an inclusive school culture rooted in healthy relationships and instructional access. When students feel a true sense of belonging, they are more likely to attend consistently and reach their full potential.

Action Steps:

- Engaging in Tier 1 Belonging Professional Learning:
- Welcoming and greeting students daily, acknowledging absent students were missed, celebrating attendance and well-being
- Engaging students directly in conversations and decisions that impact their attendance — identify barriers and motivations, implement student-suggested motivators, and monitor their effectiveness.

Discipline Strategy:

Statement of Commitment: We commit to implementing behavioral health supports, including data-driven differentiated instruction for all students.

Action Steps:

- Reviewing multiple data sources each quarter to identify areas of need.
- Identifying root causes and the adult practices connected to them, and tracking disproportionality by subgroup over time.
- Implementing targeted supports based on root causes identified with focus on our highest-incident settings and individualized support for students with repeat incidents.
- Establishing consistent, shared behavioral expectations across all teachers and delivering PL differentiated by grade level.