

St. Mary's County Public Schools
2026 - 2027 George Washington Carver Elementary School
Schoolwide Program

Four Components of a Schoolwide Program ESSA Section 1003

Note: Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.

Schoolwide Program Plan Components [Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]	
The schoolwide program plan is developed with the coordination and input from George Washington Carver principal, assistant principal, academic dean, instructional resource teachers, grade-level leaders, school counselor, parents, community partners, para-educators and students. The plan outlines the four components of a schoolwide program as prescribed by the Maryland State Department of Education.	
1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]	Reading pages 5-25 Math pages 26-28 Culture/Climate pages 28-30
2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii); c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii).	Pages 31-37
3. A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2) 3B. Strategies to Increase Parent and Family Engagement - Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)	Pages 38-39
4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)	Pages 39-40

Component 1 - Comprehensive Needs Assessment Introduction

George Washington Carver Elementary School (GWCES) has earned recognition as a Distinguished Title I school for its impressive progress in academic equity, specifically for successfully closing the achievement gap for Multilingual learners and students with More than One Race. GWCES is a Title I community school located in Lexington Park, Maryland, serving a diverse student population of 457 children from Pre-Kindergarten through 5th grade. The school's demographics reflect a rich cultural variety, with approximately 43.07% of students identifying as African American, 28.72% as Hispanic, 14.86% as White, and 12.09% as Multi-Racial.

A significant portion of the student body faces socio-economic challenges, as 72.80% of students are identified as economically disadvantaged, a factor that qualifies the school for non-pricing meal services under the Community Eligibility Provision (CEP). Additionally, the school supports a high population of specialized learners, including 19.90% English Language Learners and 9% students with disabilities. For the 2025-2026 school year, our average daily attendance rate was 91.6%, an increase from 90.54%. Chronically absent students (defined as missing 10 percent of school days within one academic year for any reason) made up 31.3% of the total population. Of those chronically absent students 39.6% (67/393) were African American, 19.0% (19/393) were Hispanic, 28.2% (11/393) were IEP carriers, and 34.5% (98/393) were students qualifying for free or reduced meals. GWCES also navigates a high mobility rate of 21%, often driven by housing instability and homelessness within the community.

Now entering its 4th year as a Comprehensive Support and Improvement (CSI) school, GWCES continues to utilize additional funding to improve student performance across all subgroups. This CSI designation provides the necessary resources for supplemental intervention materials, ongoing professional development, and the hiring of specialized personnel—including an Academic Dean, a Teacher Coach, Interventionist and student tutors—to support the school's multi-tiered system of literacy and math interventions. To specifically address Social-Emotional Learning (SEL) and the intensive behavioral needs of the student population, the school also utilizes specialized staff, including the Community School Board Certified Behavior Analyst (BCBA) and Registered Behavior Technicians (RBTs), to assist the Behavior Response Team and support students who do not respond to standard Tier I or II strategies. As the school continues its designation as a CSI institution, these demographic data points serve as the foundation for the school's commitment to achieving academic equity and closing achievement gaps across all subgroups.

Our comprehensive reading and math needs assessment indicates that while we still need to focus on improving students' reading comprehension through implementing Tier I, II, and III instructional practices aligned with the science of reading, we also need a more robust focus on improving Tier I math instruction throughout the school. As a Distinguished Title I school, GWCES is dedicated to closing achievement gaps for our Special Education, More than One Race, and English Learner (EL) subgroups. To support these goals, additional areas of focus include Tier II and III math instruction to address instructional gaps, increased exposure to grade-level curriculum, and social-emotional regulation for both students and staff, as well as improving overall student attendance. The GWCES school community remains confident that this integrated focus on literacy, mathematics, grade-level rigor, and Social Emotional Learning (SEL) will lead to equitable student achievement and foster a supportive learning environment for all.

The GWCES community conducted an extensive review of diverse data sets to inform this year's school-wide plan. In addition to academic achievement data from the Individual Growth and Development Indicators (myIGDIs) for Pre-K, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for grades K-5, and the STAR Assessments for early literacy and math readiness, we analyzed English language proficiency through the World-Class Instructional Design and Assessment (WIDA) and state proficiency trends via the Maryland Comprehensive Assessment Program (MCAP). In addition, GWCES utilizes a robust

framework of math assessments, including the Maryland Comprehensive Assessment Program (MCAP), STAR Assessments, and Bridges curriculum assessments to drive instruction.

In addition to academic assessments, stakeholders reviewed Culture and Climate data related to Social Emotional Learning (SEL), attendance rates, and discipline incidents to ensure students are ready and available for learning. The GWCES community has found that by implementing a consistent multi-tiered system of supports (MTSS) centered around our S.O.A.R. expectations and the Conscious Discipline program, more students have access to daily instruction. However, for the 2025–2026 school year, the total number of discipline incidents increased and total suspensions rose. This increase is primarily attributed to a few individual Tier III behavioral outliers whose intensive needs require resources beyond the scope of universal strategies. Despite these specific challenges, the implementation of our MTSS and Conscious Discipline framework has improved the management of disruptive behaviors at the Tier I level, ensuring teachers can focus their attention on teaching and learning. When teachers can prioritize instruction over behavioral management, students are more available for learning and student achievement increases.

GWCES has prioritized building a solid instructional program for literacy through our Multi-Tiered System of Supports (MTSS) team. Strengthening Tier I instruction—specifically through the realignment of foundational literacy to the phonics scope and sequence, the use of DIBELS to inform targeted small group instruction, and consistent progress monitoring has increased equitable instructional access and opportunity, resulting in an 89% average mastery on Foundations unit assessments and moving Kindergarten DIBELS proficiency from 19% at the start of the year to 47% by the end. Moving forward, the same prioritization will need to be given to mathematics instruction. The use of the Bridges Unit Screener and Universal Screener for Number Sense assessments will help support teachers with designing differentiated instruction to meet the needs of the students in their classrooms, while professional learning will focus on improving Tier I instructional practices.

Student behavioral data, centered on S.O.A.R. expectations and the Conscious Discipline program, is progress monitored during weekly Behavior Response Team (BRT) meetings and bi-weekly grade-level data meetings. Although total discipline incidents increased, due to intensive Tier III behavioral outliers, the MTSS team continues to use this data to make social-emotional learning decisions and establish common language for the Tier I plan. Needs assessments and data trends are shared with staff and parents at Parent Family Engagement (PFE) events, staff meetings, and MTSS meetings. Following a comprehensive approach allows GWCES to "study, plan, implement, and revise" strategies that address the needs of all students, particularly those in the Special Education, More than One Race, and English Learner subgroups.

GWCES identifies staff expertise and stability as critical components of its Comprehensive Needs Assessment. All teachers at GWCES are certified—with some holding conditional certification while working toward full credentialing—and all paraeducators are appropriately credentialed, having earned at least an AA degree, passed the ParaPro exam, or earned the required credits.

While staff experience varies, GWCES has made significant strides in increasing teacher expertise. The number of National Board Certified teachers has grown remarkably from zero in 2022 to 7 in 2026, and the number of teachers holding an Advanced Professional Certificate (APC) has increased to 34, up from 26 in 2022. The current staff breakdown includes 6 first-year teachers—an increase from 3 in 2023 but a notable decrease from the 10 reported in 2022—and 7 teachers new to the building, which is down from 10 in 2023 and a significant decrease from the 20 new hires seen in 2022. Certification data further shows 1 teacher holding a Temporary Licensure (new for 2026), 7 with Conditional Certificates (an increase from 5 in 2022), and 8 holding an Initial Professional License/SPC, which represents a steady decline from 18 in 2022 as more staff advance their credentials. Additionally, all paraeducators are fully credentialed, having either earned an AA degree or higher, passed the ParaPro exam, or completed the required credits. To sustain this growth and support its varied workforce, GWCES prioritizes mentorship for first-year and non-tenured teachers and offers differentiated professional development alongside staff appreciation events to enhance faculty stability and retention.

Stabilizing and retaining our school faculty has been a priority at Carver. Our goal is to retain teachers by implementing suggestions from climate surveys, holding staff appreciation events, and increasing staff involvement through committees and social media highlights to ensure opportunities for staff voice.

To address the varying needs of our staff—which includes 6 first-year teachers and 7 teachers new to the building—differentiated professional development is offered to strengthen skill sets in priority areas such as the Science of Reading, Science of Learning, student engagement, and co-teaching strategies. To maximize participation in these PD opportunities, compensation is offered for time outside of the contractual duty day. Additionally, first-year and non-tenured teachers are provided with mentors and ongoing support during PLC meetings facilitated by our Academic Dean and Instructional Resource Teachers.

Additional paraeducators, interventionists, instructional resource teachers/teacher coaches, and hourly tutors are a growing need for supporting Tier II instruction; they can provide additional small-group, targeted support that is needed for students who are not fully progressing with Tier I instruction. Our data supports a Master Schedule with embedded intervention blocks, allowing general education teachers to focus on whole-class instruction while tutors and paraeducators reduce group sizes to provide individualized support for specific learning gaps. This structure is critical because the current data reflects a need for numerous Tier II groupings that are challenging for a single classroom teacher to manage and instruct effectively alone. Furthermore, these roles facilitate the frequent progress monitoring necessary to analyze data and adjust interventions in real-time. Additionally, our Master Schedule was redesigned for the 2026-2027 school year to prioritize continuous Tier I instructional blocks. This will maximize instructional time and help ensure that required content minutes are met to the fullest extent possible.

To manage high-frequency behaviors and minimize their impact on the learning environment, the school utilizes specialized personnel, including a Community School Board Certified Behavior Analyst (BCBA) and Registered Behavior Technicians (RBTs), alongside the Title I-funded SEL Coach. These specialists assist the Behavior Response Team (BRT) in conducting Functional Behavior Assessments (FBAs) and implementing Behavior Intervention Plans (BIPs) tailored to individual needs. This specialized support is essential for maintaining equitable instructional access, ensuring that even when facing significant behavioral challenges, teachers can remain focused on teaching and students remain available for learning.

GWCES utilizes Parent Family Engagement (PFE) surveys to ensure that schoolwide initiatives align with the needs of the community. These surveys have indicated a clear need for parent training in reading, math, and social-emotional learning (SEL) strategies, as well as providing materials that families can use to support their children's learning at home.

Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Literacy Data: Schoolwide Components Part 1

Comprehensive Needs Assessment Literacy Data Overview

Individual Growth and Development Indicators (myIGDIs): Used in Pre-K to measure early language and literacy growth The 2025–2026 End-of-Year (EOY) data indicates the students exceeded spring benchmarks in the following:

- Sound ID (54.8 vs. a goal of 53)
- Which One Doesn't Belong (WODB) (54.7 vs. a goal of 51).
- Alliteration (50.7 vs. goal of 52), Picture Naming (49.1 vs. goal of 50), and Rhyming (49.5 vs. goal of 50), data indicates that continued focus is needed to ensure students are meeting growth expectations before entering Kindergarten. The IGDIs assessment data will help the Kindergarten team identify the needs of students to determine best supports for the beginning of the 2026-27 school year.

STAR Assessments: For the 2025–2026 school year, GWCES implemented the STAR Assessments as the new computer-adaptive measures to determine Kindergarten readiness in early literacy. The data indicates the following:

- STAR Early Literacy Assessment: 39% of students were identified as Demonstrating readiness, while 20% were Approaching and 41% were Emerging.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th Edition): DIBELS is used as a universal screener for grades K–5 to determine risk for reading difficulties. While the 2025–2026 EOY data showed that 42% of K–5 students remained in the Intensive Support category, specific grade levels demonstrated significant growth:

- Kindergarten: Students showed the strongest proficiency gains, with those reaching "Core" levels increasing from 19% at the beginning of the year (BOY) to 47% at EOY. Notably, 71% of Kindergarten IEP carriers still require intensive support in Phoneme Segmentation Fluency (PSF).
- 1st Grade: 36% of students reached the Core level at EOY; however, the intensive population rose slightly from 39% to 44%.
- 2nd Grade: 42% of students achieved Core support levels by the end of the year.
- 3rd Grade: This cohort faced challenges, with the intensive population increasing from 44% at BOY to 53% at EOY.
- 4th Grade: 47% of students reached the Core support level.
- 5th Grade: 48% of students reached Core level at EOY, despite the intensive group growing from 39% to 48% throughout the year.

According to the schoolwide DIBELS beginning of year (BOY) assessment data for the 2025–2026 school year, 41% of all students fell into the intensive category for their composite score. This represents a 2% reduction in intensive needs compared to the start of the previous year (43%), though a sizable gap remains compared to the district average of 28%. For the Kindergarten cohort specifically, 71% of students did not meet the composite benchmark at the beginning of the year, with 41% identified as intensive and 30% as strategic.

DIBELS assessment: Data at the start of the 2025–2026 school year further indicates that the following percentages of students in grades 1–5 did not meet the composite benchmark:

- 65% of first-grade students did not meet benchmark
- 64% of second-grade students did not meet benchmark
- 62% of third-grade students did not meet benchmark
- 54% of fourth-grade students did not meet benchmark

- 53% of fifth-grade students did not meet benchmark

Students who scored in the “strategic” category (slightly below grade level) are a priority for the 2026–2027 school year. This group has a significantly smaller skill deficit and is expected to master skills quickly to achieve “Core” proficiency. To support this, St. Mary’s County Public Schools has designated a Literacy Interventionist to work specifically with this cohort. Once these students shift to “Core,” instructional focus will then shift more heavily toward students who scored at the intensive level.

World-Class Instructional Design and Assessment (WIDA): The WIDA Access assessment measures English language proficiency for Multilingual Learners (ML) across four domains: reading, writing, speaking, and listening. In the 2025–2026 school year:

- Kindergarten: 100% of the 13 students tested scored at Level 1 (Entering) for overall literacy and comprehension.
- 1st–3rd Grade: The majority of students are at Level 2 (Emerging) or Level 3 (Developing).
- 4th–5th Grade: Students showed higher proficiency, with 50% of students in both grades reaching Level 4 (Expanding) for their overall proficiency score.

To support these learners, GWCES has implemented a push-in support model for ML students, which has been documented as a success for accelerating foundational skill mastery and maintaining the number of students who successfully exit ESOL services each year. Despite these gains in language acquisition, 2025–2026 MCAP data indicates that 3rd–5th grade students continue to underperform compared to district and state averages in ELA.

Consequently, the school's reform strategies prioritize improving reading comprehension through a focus on automaticity with foundational skills, vocabulary, and reading fluency to bridge these instructional gaps and ensure equitable access to grade-level curriculum for the EL subgroup.

Benchmark Advance Interim Assessment Growth: While DIBELS measures foundational skills, the Benchmark Advance Interim Assessments provide data on student progress toward grade-level standards. This data shows where students are making significant gains in classroom-based content:

- Kindergarten: Increased from 70% (Pre-Assessment) to 81% (Post-Assessment).
- 1st Grade: Showed the highest growth, moving from 52% to 70%.
- 2nd Grade: Improved from 49% to 65%.
- Critical Need identified in 3rd Grade: The data shows stagnant growth in 3rd grade, staying at a 36% average for both pre and post-assessments, which aligns with the "Intensive" population increase noted in DIBELS.

Foundations Mastery Data: Realigning Tier 1 instruction to the phonics scope and sequence is working, as the data clearly indicates:

- Average Mastery: Students achieved an 89% average mastery across all Foundations unit assessments.
- Level 2 Success: By the end of Level 2 (2nd Grade), students reached as high as 98% mastery in Units 14 and 17.
- Kindergarten Variation: While Unit 4 saw 86% mastery, Unit 2 was a challenge area with only 64% mastery.

Disaggregated "Identified Needs" for IEP Carriers: The EOY DIBELS data provides specific subtest challenges for students with disabilities that highlight exactly where interventions should be targeted:

- Kindergarten: 71% of IEP carriers scored "Intensive" in Phoneme Segmentation Fluency (PSF).
- 2nd & 3rd Grade: More than 80% of IEP carriers (80% in 2nd; 83% in 3rd) scored "Intensive" in Nonsense Word Fluency - Words Read Correctly (NWF-WRC), indicating a severe struggle with decoding blended sounds into words.
- 4th & 5th Grade: The primary struggle shifts to Oral Reading Fluency (ORF) Accuracy, with 50% of 4th grade and 67% of 5th grade IEP carriers scoring "Intensive."

MCAP: The MCAP provides data on student progress toward state proficiency standards. 2025–2026 data indicates that GWCES 3rd–5th grade students have underperformed compared to district and state averages. A primary root cause identified is access to grade-level instruction due to various factors, including below grade level foundational reading skills.

Individual Growth and Development Indicators (IGDIS): IGDis are performance measures used in Pre-K to determine if students are meeting growth expectations or require more intensive support for early language and literacy. Throughout the 2025–2026 school year, teachers followed standardized procedures for administering these reading assessments to ensure data accuracy.

Pre-Kindergarten 2025-2026 End of Year IGDIS Data										
Domain	Picture Naming		Rhyming		Sound ID		Which One Doesn't Belong		Alliteration	
	Winter Average	Spring Average	Winter Average	Spring Average	Winter Average	Spring Average	Winter Average	Spring Average	Winter Average	Spring Average
IGDis Benchmark	51	50	48	50	51	53	50	51	52	52
SMCPS	48.7	49.9	47.9	49.6	50.5	52.7	53	54.9	48.8	49.6
GWCES	47.6	49.1	47.8	49.5	52.7	54.8	53	54.7	49.5	50.7

Note: IGDis has identified that statistically, students drop in language acquisition skills in the Spring, and that is why there is a decrease in the Spring score expectation in picture naming.

STAR Assessments (KRA)

The STAR Assessments are the new assessments to determine kindergarten readiness. These comprehensive, computer-adaptive assessments measure students' readiness in early literacy

Kindergarten STAR Assessments 2025-2026		
STAR Early Literacy Assessment		
Demonstrating	Approaching	Emerging
39%	20%	41%
STAR Math Assessment		
Demonstrating	Approaching	Emerging
33%	18%	49%

DIBELS

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a universal screener used to determine students' risk for reading difficulties. DIBELS 8th Edition provides educators with standards for gauging the progress of all students in grades K-5. The teachers followed standardized procedures for administering the reading assessments.

Kindergarten (70 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 424.9 with grade level goal of 420.		Identified Need: 71% of IEP carriers scored intensive in PSF 29% of IEP carriers scored Core in PSF
LNF Letter Naming Fluency	Benchmark Goal = 42	Mean = 41.1
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
47%	14%	39%
NWF-CLS Nonsense Word Fluency - Correct Letter Sounds	Benchmark Goal = 31	Mean = 35.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
46%	21%	33%
NWF-WRC Nonsense Word Fluency- Words Recoded Correctly	Benchmark Goal = 7	Mean = 8.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
48%	14%	39%
WRF Word Reading Fluency	Benchmark Goal = 10	Mean = 7.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
29%	16%	56%
PSF Phoneme Segmentation Fluency	Benchmark Goal = 44	Mean = 43.2

Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
53%	10%	37%
Composite	Benchmark Goal = 420	Mean = 424.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
47%	19%	34%

1st Grade (72 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 440.7 with grade level goal of 441.		Identified Need: 50% of IEP carriers scored intensive in PSF 33% of IEP carriers scored core in PSF
LNF Letter Naming Fluency	Benchmark Goal = 59	Mean = 55.4
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
46%	17%	38%
PSF Phoneme Segmentation Fluency	Benchmark Goal = 45	Mean = 54.2
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
74%	13%	14%
NWF-CLS Nonsense Word Fluency - Correct Letter Sounds	Benchmark Goal = 55	Mean = 59.6
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
46%	17%	38%

NWF-WRC Nonsense Word Fluency- Words Recoded Correctly			Benchmark Goal = 15	Mean = 16.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
50%	21%	29%		
WRF Word Reading Fluency			Benchmark Goal = 25	Mean = 22.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
32%	7%	58%		
ORF - Words Correct Oral Reading Fluency			Benchmark Goal = 39	Mean = 35
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
35%	7%	58%		
ORF - Accuracy Oral Reading Fluency			Benchmark Goal = 91	Mean = 68.2
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
29%	11%	60%		
Composite Score			Benchmark Goal = 441	Mean = 440.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
36%	19%	44%		

2nd Grade (54 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 430.1 with grade level goal of 439.		Identified Need: 80% of IEP carriers scored intensive in NWF-WRC 20% of IEP carriers scored core in NWF-WRC
NWF-CLS Nonsense Word Fluency - Correct Letter Sounds		
Benchmark Goal = 76		Mean = 77.6
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
44%	19%	37%
NWF-WRC Nonsense Word Fluency- Words Read Correctly		
Benchmark Goal = 22		Mean = 23.8
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
46%	17%	37%
WRF Word Reading Fluency		
Benchmark Goal = 43		Mean = 39.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
47%	13%	41%
ORF - Words Correct Oral Reading Fluency		
Benchmark Goal = 94		Mean = 69.8
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
37%	11%	52%
ORF-Accuracy Oral Reading Fluency		
Benchmark Goal = 96		Mean = 87.6
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
54%	9%	37%
MAZE Measure of Reading Comprehension		
Benchmark Goal = 9.5		Mean = 6.3

Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
28%	9%	63%
Composite Score	Benchmark Goal = 439	Mean = 430.1
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
42%	11%	46%

3rd Grade (58 student tested) End of Year DIBELS		
Overall Mean Composite Score estimating students' early literacy skills/reading proficiency = 417.7 with grade level goal of 442.		Identified Need: 83% of IEP carriers scored intensive in NWF-WRC 17% of IEP carriers scored core in NWF-WRC
NWF - CLS Nonsense Word Fluency - Correct Letter Sounds		
Benchmark Goal = 105		Mean = 82.2
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
31%	16%	53%
NWF - WRC Nonsense Word Fluency Words Recoded Correctly		
Benchmark Goal = 31		Mean = 25.4
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
36%	14%	50%
WRF Words Read Fluently		
Benchmark Goal = 55		Mean = 39.3
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
31%	12%	55%
ORF - Words Correct Benchmark Oral Reading Fluency		
Benchmark Goal = 114		Mean = 85.5
Core Support	Strategic Support	Intensive Support

(At or Above Benchmark)	(Below Benchmark)	(Well Below Benchmark)
25%	22%	53%
ORF - Accuracy Benchmark Oral Reading Fluency		
Benchmark Goal = 96		
Mean = 91.4		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
67%	12%	21%
MAZE Measure of Reading Comprehension		
Benchmark Goal = 15.5		
Mean = 9.5		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
23%	15%	62%
Composite Score		
Benchmark Goal = 442		
Mean = 417.7		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
27%	21%	53%

4th Grade (73 students tested) End of Year DIBELS		
All 4th Grade Students Overall Composite Mean Composite Score estimating students' early literacy skills/reading proficiency = 430 with grade level goal of 442.		Identified Need: 50% of IEP carriers scored intensive in ORF-Accuracy 13% IEP carriers scored core in ORF-Accuracy
ORF - Words Correct Oral Reading Fluency		
Benchmark Goal = 125		
Mean = 110.9		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
50%	21%	30%
ORF - Accuracy Goal Oral Reading Fluency		
Benchmark Goal = 96		
Mean = 93.8		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
74%	11%	15%

MAZE Measure of Reading Comprehension			Benchmark Goal = 17	Mean = 12.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
37%	4%	59%		
Composite Score			Benchmark Goal = 442	Mean = 430
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)		
47%	23%	30%		

5th Grade (66 Students Tested) End of Year DIBELS		
*Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 438.6 with grade level goal of 449.		Identified Need: 67% of IEP Carriers scored Intensive in ORF - Accuracy 17% of IEP Carriers scored Core in ORF- Accuracy
ORF - Words Correct Goal Oral Reading Fluency	Benchmark Goal = 137	Mean = 126.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
47%	6%	47%
ORF - Accuracy Goal Oral Reading Fluency	Benchmark Goal = 96	Mean = 97.1
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
89%	3%	8%
MAZE Measure of Reading Comprehension	Benchmark Goal = 21	Mean = 20.4
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
52%	15%	33%
Composite Score *Students Tested = 59	Benchmark Goal = 449	Mean = 438.6

Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
48%	5%	48%

World-Class Instructional Design and Assessment (WIDA)

WIDA Access (Measure of Developing English Language) is a suite of English language proficiency assessments for Grades K-12.

This assessment measures students' proficiencies in the areas of reading, writing, speaking and listening.

Kindergarten (13 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	38%	100%	100%	100%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	15%	0%	0%	0%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	15%	0%	0%	0%
4 - Expanding Knows and uses social English and some technical academic language	23%	0%	0%	0%
5 - Bridging Knows and uses social and academic language working with grade level material	8%	0%	0%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15%

				Speaking
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1st Grade (21 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	19%	62%	24%	29%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	14%	38%	38%	71%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	48%	0%	29%	0%
4 - Expanding Knows and uses social English and some technical academic language	19%	0%	10%	0%
5 - Bridging Knows and uses social and academic language working with grade level material	0%	0%	0%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

2nd Grade (18 Students Tested) WIDA Access for ELLs - English Language Proficiency Test
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Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	17%	0%	0%	0%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	22%	33%	17%	28%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	39%	61%	44%	56%
4 - Expanding Knows and uses social English and some technical academic language	22%	6%	11%	17%
5 - Bridging Knows and uses social and academic language working with grade level material	0%	0%	17%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	11%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

3rd Grade (17 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with	12%	18%	29%	12%

visual and graphic support				
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	35%	18%	35%	35%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	35%	41%	6%	41%
4 - Expanding Knows and uses social English and some technical academic language	18%	18%	29%	6%
5 - Bridging Knows and uses social and academic language working with grade level material	0%	0%	0%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

4th Grade (12 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0%	0%	0%	0%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	8%	8%	8%	0%
3 - Developing Knows and uses social English and general and some specific academic	0%	42%	17%	33%

language with visual and graphic support				
4 - Expanding Knows and uses social English and some technical academic language	33%	33%	8%	50%
5 - Bridging Knows and uses social and academic language working with grade level material	42%	17%	25%	8%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	17%	0%	42%	8%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

5th Grade (4 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0%	0%	0%	0%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	0%	0%	0%	0%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	25%	50%	25%	25%
4 - Expanding Knows and uses social English and some technical academic language	25%	25%	25%	50%
5 - Bridging Knows and uses social and academic language working with grade level	0%	25%	25%	25%

material				
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	50%	0%	25%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

English Language Arts - Maryland Comprehensive Assessment Program Data:

2026 Spring Grade 3 ELA MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	15.79%	61.40%	22.81%	0.00%
SMCPS	7.25%	38.79%	47.23%	6.73%
Maryland	7.2%	42.5%	43.9%	6.4%

2026 Spring Grade 4 ELA MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	16.4%	45.21%	32.88%	5.48%
SMCPS	8.01%	35.78%	44.45%	11.76%
Maryland	11.7%	39.7%	38%	10.6%

2026 Spring Grade 5 ELA MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	23.88%	38.81%	37.31%	0.00%
SMCPS	11.75%	35.49%	43.50%	9.26%
Maryland	13.9%	39.3%	39.7%	7.1%

As a Distinguished Title I school now entering its 4th year as a Comprehensive Support and Improvement (CSI) school, GWCES has identified critical areas of need through its historical data and comprehensive needs assessment.

Reading Problem Statement:

The school's literacy needs are multifaceted, focusing on closing foundational skill gaps while addressing significant socio-economic barriers that interrupt consistent learning. Analysis of formative and summative data identifies several critical areas of focus, starting with the mastery of foundational skills; students continue to require intensive development in phonological awareness, phonemic awareness, and phonics. While the realignment of Foundations instruction has shown some success in the primary grades, students in the intermediate levels (grades 3–5) continue to struggle significantly with reading accuracy and decoding.

Addressing subgroup equity is another urgent priority, as there is a profound need for specialized support for IEP carriers, who represent a disproportionately high percentage of students in the "Intensive" category across nearly all DIBELS subtests. Furthermore, instructional consistency is hindered by a 21% mobility rate and inconsistent student attendance, which disrupt both the delivery of core Tier 1 instruction and the impact of intensive pull-out interventions. Socio-economic factors also contribute to substantial vocabulary and experience gaps, as many students arrive with limited background knowledge and few literacy experiences outside of school, necessitating the provision of enriched print materials and experiential learning opportunities like academic field trips. Finally, to sustain these efforts, the school must continuously build teacher capacity through targeted professional development in the Science of Reading, Differentiated Instruction, Science of Learning, and Curriculum-Based Professional Learning particularly to support the school's high number of new and conditionally certified teachers.

Language Arts Root Causes:

- Foundational Reading Skill Deficits: Data analysis of formative and summative assessments shows students require continued development in phonological awareness, phonemic awareness, and phonics.
- Limited Vocabulary and Background Knowledge: Students struggle to meet the rigor of grade-level standards, as evidenced by 3rd-grade Benchmark Advance interim assessments showing stagnant growth (36% for both pre- and post-tests).
- Socio-Economic Factors and Trauma (ACEs): With 72.80% of students identifying as Economically Disadvantaged, many arrive at school impacted by stress, poverty, or trauma that affects their health, self-regulation, and readiness for learning.
- Attendance and Instructional Consistency: A 31.3% chronic absenteeism rate significantly impacts academic performance due to the loss of consistent Tier 1 instruction. While overall attendance rose to 91.6% in SY 2026, regular attendance remains a primary barrier to closing gaps.
- Language Acquisition Impacts: While the Multilingual Learner (ML) population (17.0% of the student body) is stable, limited English proficiency continues to affect reading comprehension.
- High Mobility: A 21% mobility rate interrupts consistent instruction and hinders the formation of trusting relationships between staff, students, and classmates.
- Access to Print Materials: Socio-economic factors limit students' options for independent reading materials outside of school. Stakeholders have requested that Title I funds be used to "give the gift of reading" by providing books for students to take home.
- Intervention Selection and Implementation: Assessments like DIBELS indicate that interventions must be precisely matched to deficits, such as Phoneme Segmentation Fluency (PSF) for Kindergarten IEP carriers (71% intensive) and Nonsense Word Fluency for 2nd and 3rd grade IEP carriers (over 80% intensive).
- Staffing and Professional Development Needs: The school continues to support a varying range of experience, including 6 first-year teachers and 7 teachers new to the building. To ensure consistent high-quality instruction, there is a prioritized need for ongoing training in:
 - The Science of Reading and Literacy Best Practices.
 - Universal Design for Learning (UDL) and Differentiated Instruction.
 - Science of Learning
 - Student Engagement and Co-Teaching strategies.

- Multi-Tiered Systems of Support (MTSS) for both instruction and behavior.
- Curriculum-Based Professional Learning
- Conscious Discipline for self-regulation and classroom management.

Comprehensive Needs Assessment: Reading Priority Needs

Based on the 2025–2026 data and stakeholder feedback, George Washington Carver Elementary has identified the following priority needs to address the literacy gap, specifically for students in its Special Education, Multilingual Learner, and Multi-Racial subgroups:

- **Priority Need 1: Enhance Tier 1 Instruction:** Using guidance and MTSS professional learning developed by elementary supervisors, ensure that Tier I Instruction aligns with instructional best practices and that HQIM is implemented with integrity to meet the needs of the majority of our students.
 - Data Support: While Kindergarten saw significant proficiency gains (19% to 47% at Core level), 42% of K–5 students remained in the "Intensive Support" category at the end of the 2025–2026 school year. Grades 3 and 5 actually saw their intensive populations grow by 9% over the year on the DIBELS Assessment.
 - Need: Continue realigning Tier 1 instruction to the phonics scope and sequence in order to maintain student mastery of foundational reading skills. This strategy has already resulted in an 89% average mastery on Foundations unit assessments. *Just in Time* strategies ensure that students receive the foundational support needed to access grade-level curriculum without instruction being slowed down or abandoned.
 - Need: Provide professional learning on MTSS Tier I Best Practices for Literacy Instruction. Conduct instructional walkthroughs to collect data on Tier I instruction and to provide teachers with actionable feedback outside of the formal observation process.
 - Prior to the 2026-2027 school year, Tier I instructional blocks were often interrupted by Specials or the lunch/recess schedule. This year's schedule has been built to prioritize continuous instructional blocks to ensure continuity of instruction.
 - Formalized Vertical Articulation:
 - Strengthening the progression of literacy skills between grade levels is necessary to address the high number of students entering grades with significant skill deficits.
- **Priority Need 2: Effective Targeted Tier II/III Instruction**
 - Specialized Interventions for Intermediate Non-Readers:
 - Staff identified a gap in programming specifically designed for non-readers in the intermediate grades (4–5). Use of current targeted small group guidance from the district in conjunction with Orton-Gilligham training/techniques in order to individualize interventions for students who struggle with acquiring foundational reading skills. Additionally, we'll begin researching other interventions such as Lexia Core 5 as solutions for supporting these students.
 - Targeted Paraeducator Training for Interventions:
 - Ensuring paraeducators are properly trained in specific program protocols prior to implementation.
- **Priority Need 3: Push-in Support Model for ALL Learners:**
 - Data Support: The school faces high mobility (21%) and chronic absenteeism (35.34%), which interrupt consistent Tier 1 instruction.
 - Need: Stakeholders noted that the use of specialized personnel has greatly impacted the "quality and quantity of instruction". A push-in model has already accelerated foundational skill mastery for Multilingual Learners, and expanding this ensures all students receive high-quality baseline strategies within their regular learning environment- this will be especially important for students with chronic absenteeism so they can take advantage of the structures and supports offered in their homeroom and have an opportunity to build relationships with their teachers and peers.
- **Priority Need 4: Frequent Data Analysis and Next Step Planning**
 - Bi-Weekly Grade Level Data Meetings: In order to monitor, adjust, and refine instructional approaches to meet the needs of our students.
 - Data Support: There is a 13% gap between GWCES intensive composite scores (41%) and the district average (28%) at the beginning of the year.

- Need: Focus on formative assessment data to make a more immediate impact on daily classroom lessons.
- Weekly Special Education Department Meetings: In order to analyze assessment data and progress monitoring data to make decisions regarding transitioning into Tier II and Tier III interventions.
 - Data Support: IEP carriers demonstrate severe needs, with 83% of 3rd-grade IEP students and 80% of 2nd-grade IEP students scoring intensive in Nonsense Word Fluency.
 - Need: Frequent analysis is necessary to ensure these students are moving into appropriate interventions like the Wilson Reading System or Phonics for Reading based on real-time growth.
- Weekly IRT and Academic Dean Meetings: To continue to analyze progress monitoring data to plan Tier II targeted, small group interventions.
 - Data Support: Stagnant growth was noted in 3rd-grade interim assessments (36% for both pre- and post-tests).
 - Need: These meetings allow the instructional leadership team to "match interventions to address students' needs" using CSI-funded resources like Read Naturally for fluency or Phonics for Reading for decoding. This coordination ensures the Academic Dean can effectively manage the complex documentation and staffing required for the school's CSI status. It also provides the instructional leadership team with opportunities to review data, evaluate the needs of the students and staff in the building, and plan professional learning.
- Strategic Planning for the Maryland 3rd Grade Literacy Mandate:
 - Given that 53% of current 3rd-grade students fall into the "Intensive" category, the school needs to prioritize planning for the 2027–2028 state policy that will require 3rd graders to demonstrate proficiency for promotion to 4th grade.
- **Priority Need 5: Expanding Home Literacy Resources:**
 - Surveys indicate a need to provide parents with take-home academic games, videos of instructional skills (like Heggerty or Foundations), and physical books to keep at home to support literacy outside of school hours.

Math Data: Schoolwide Components Part 1

Comprehensive Needs Assessment Math Data Overview

STAR Assessments (data table displayed above in the Literacy section): For the 2025–2026 school year, GWCES implemented the STAR Assessments as the new computer-adaptive measures to determine Kindergarten readiness in early literacy. The data indicates the following:

- STAR Early Literacy Assessment: 39% of students were identified as Demonstrating readiness, while 20% were Approaching and 41% were Emerging.

World-Class Instructional Design and Assessment (WIDA) (data table displayed above in the Literacy section): The WIDA Access assessment measures English language proficiency for Multilingual Learners (ML) across four domains: reading, writing, speaking, and listening. In the 2025–2026 school year:

- Kindergarten: 100% of the 13 students tested scored at Level 1 (Entering) for overall literacy and comprehension.
- 1st–3rd Grade: The majority of students are at Level 2 (Emerging) or Level 3 (Developing).
- 4th–5th Grade: Students showed higher proficiency, with 50% of students in both grades reaching Level 4 (Expanding) for their overall proficiency score.

To support these learners, GWCES has implemented a push-in support model for ML students, which has been documented as a success for accelerating skill mastery and maintaining the number of students who successfully exit ESOL services each year. Despite these gains in language acquisition, 2025–2026 MCAP data indicates that 3rd–5th grade students continue to underperform compared to district and state averages in Math

Bridge's Unit and Number Corner Check-up Assessments: The Bridge's Unit and Number Corner Check-up Assessments measure student mastery of the Maryland College and Career Ready Math standards and effectiveness of instruction. The following data points illustrate the knowledge and skills gaps students are developing between the primary and intermediate grades:

- 53% difference between the average score on the Grade 1 Unit 2 assessment and the Grade 5 Unit 2 assessment.
- 45% difference between the average score on the Grade 2 Unit 5 assessment and the Grade 5 Unit 5 assessment.
- 44% difference between the average score on the Grade 1 Unit 6 assessment and the Grade 4 Unit 6 assessment.
- 41% difference between the average score on the Number Corner Check-up 2 Grade 1 assessment and the Number Corner Check-up 2 Grade 5 assessment.

Data shows a consistent regression in scores from primary grades to intermediate grades, suggesting that more emphasis needs to be placed on curriculum-based professional learning to ensure that teachers have a solid understanding of the high quality instructional materials and are beginning to internalize the content within the Bridges curriculum

Math Attitude Survey: The Math Attitude Survey measures how students feel about math and themselves as doers of math. Positive Math Identities can lead to higher achievement, increased resilience, and greater persistence. Overall, the majority of students at GWCES report having a positive attitude towards math.

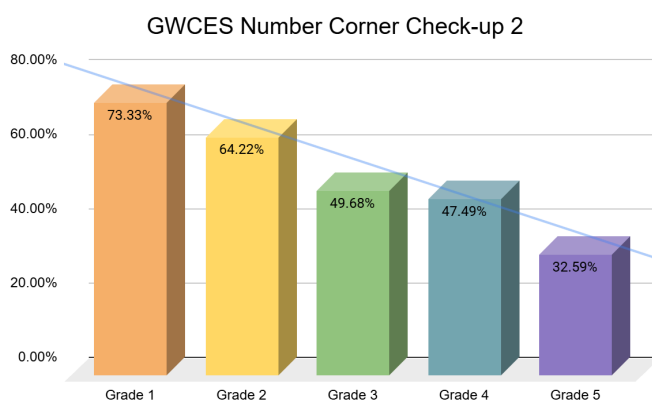
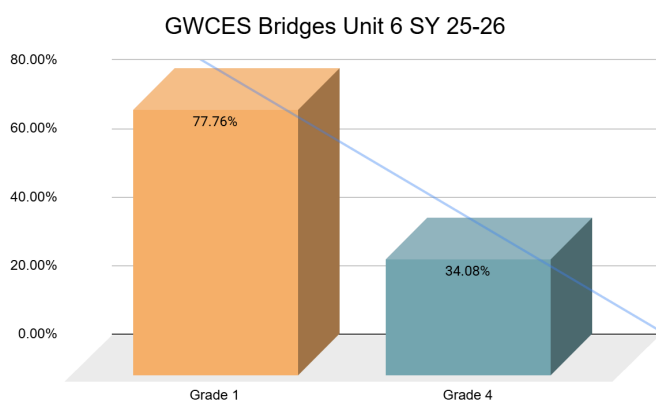
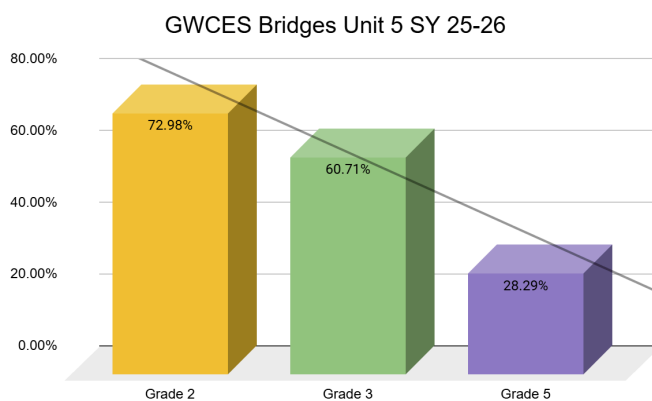
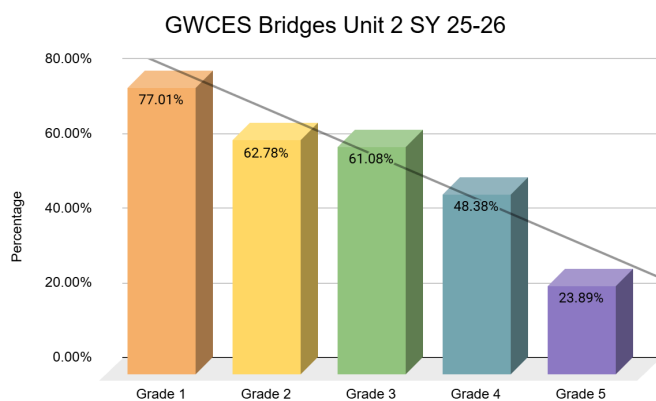
Universal Screener for Number Sense: The Universal Screeners for Number Sense (USNS) by Forefront Education are open-source, K–6 math assessments designed to evaluate foundational numeracy skills through individual interview-based and written tasks. Administered three times a year, these tools provide an asset-based approach to identifying student readiness, tracking thinking strategies, and pinpointing candidates for targeted MTSS or RtI interventions. USNS was piloted at GWCES during the 2025-2026 school year and will be used district wide for SY 2026-2027. Note that fifth grade scores for the EOY USNS Assessment are not included due to teacher absences and other staffing issues. Data trends include:

- A reduction in the percentage of students scoring in the “Proficient” range between the MID and EOY administration across all grade levels.
- An increase in the percentage of students scoring in the “Well Below Basic” and/or “Below Basic” range between the MID and EOY administration across all grade levels.
- A vast difference between the average number of students scoring proficient in grades K-2 and the number of students scoring proficient in grades 3-5.

Like the Bridges' assessment data, the USNS data presents a consistent regression in scores from primary grades and intermediate grades, suggesting that Tier I instruction needs to be closely reviewed and curriculum-based professional learning should be a top priority for SY 26-27.

MCAP: The MCAP provides data on student progress toward state proficiency standards. 2025–2026 data indicates that GWCES 3rd–5th grade students have underperformed compared to district and state averages.

Bridge's Unit and Number Corner Check-up Assessment Data:



Math Attitude Survey:

	BOY Average	MOY Average	EOY Average
Kindergarten	74%	82%	85%
Grade 1	76%	83%	82%
Grade 2	78%	86%	88%
Grade 3	81%	80%	81%
Grade 4	79%	80%	82%
Grade 5	78%	77%	80%

Universal Screener for Number Sense Data:

	MID Universal Screener for Number Sense				EOY Universal Screener for Number Sense			
	Well Below Basic	Below Basic	Basic	Proficient	Well Below Basic	Below Basic	Basic	Proficient
Kindergarten	3%	3%	46%	48%	11%	27%	36%	26%
Grade 1	---	13%	30%	57%	2%	18%	39%	41%
Grade 2	12%	6%	40%	42%	12%	24%	29%	35%
Grade 3	16%	30%	34%	20%	49%	29%	18%	4%
Grade 4	22%	22%	47%	8%	35%	26%	29%	10%
Grade 5	40%	25%	25%	10%	---	---	---	---

Math - Maryland Comprehensive Assessment Program Data:

2026 Spring Grade 3 Math MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	15.79%	61.40%	22.81%	0.00%
SMCPS	7.25%	38.79%	47.23%	6.73%
Maryland	7.2%	42.5%	43.9%	6.4%

2026 Spring Grade 4 Math MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	16.4%	45.21%	32.88%	5.48%
SMCPS	8.01%	35.78%	44.45%	11.76%
Maryland	11.7%	39.7%	38%	10.6%

2026 Spring Grade 5 Math MCAP Results Percent Per Rating Level				
	Level 1	Level 2	Level 3	Level 4
GWCES	23.88%	38.81%	37.31%	0.00%
SMCPS	11.75%	35.49%	43.50%	9.26%
Maryland	13.9%	39.3%	39.7%	7.1%

As a Distinguished Title I school now entering its 4th year as a Comprehensive Support and Improvement (CSI) school, GWCES has identified critical areas of need through its historical data and comprehensive needs assessment.

Math Problem Statement:

Spring 2025 and 2026 assessment results indicate that GWCES students are performing significantly below district and state averages, with a pervasive struggle in mathematical word problems across grades 1 through 5. In Kindergarten, the challenge begins with students struggling to understand the relationship between numbers and quantities, leading into foundational gaps that widen as they advance. Current Bridges unit assessment data highlights a proficiency crisis in the intermediate grades, where fifth-grade students are scoring as low as 23.89% on grade-level standards, and fourth-grade unit scores dropped from 48.38% to 34.08% mid-year.

These performance levels are often years behind grade level, exacerbated by a 21% mobility rate and a direct correlation with the inability to navigate the rigors of mathematical reasoning. Consequently, teachers often slow the pace of instruction, decrease the rigor of instruction, or promote mimicking/an emphasis on procedure over conceptual understanding to address skill deficiencies, which unintentionally results in a lack of exposure to the full grade-level curriculum necessary for state assessment success.

Math Root Causes:

- **Sharp Proficiency Decline in Intermediate Grades:** Assessment data from 2025–2026 highlights a critical downward trend in proficiency as students advance, with Bridges Unit 2 scores dropping from 77.01% in 1st grade to 23.89% in 5th grade.
- **Foundational Readiness Gaps:** Nearly half of the Kindergarten cohort (49%) was identified as "Emerging" in the STAR Math assessment, signifying an early and persistent struggle with the relationship between numbers and quantities.
- **Compromised Instructional Pacing:** Because performance levels are often years behind grade level, teachers report slowing instructional pacing or abandoning grade-level content to address significant foundational skill deficiencies.
- **Significant Math Fluency Regression:** There is a severe late-year regression in math fluency within intermediate grades; specifically, 4th-grade mastery plummeted from 70.99% in January to 26.88% in May.
- **Resiliency and Stamina:** Students aren't always given the opportunity to develop the stamina to "make sense and persevere" when faced with complex 2- and 3-step question types, which is a critical barrier to meeting the rigor of state standards.
- **Staffing and Instructional Support Barriers:** Vacancies and delayed onboarding of Instructional Resource Teachers (IRTs) have hindered the school's ability to provide consistent, direct math support, particularly in the intermediate grades.
- **Pedagogical Disconnects in Interventions:** Previous use of DreamBox Adaptive Learning contributed to instructional gaps because its pedagogy was not aligned with the Bridges curriculum, causing students to practice concepts differently than they were taught instructionally.
- **High Mobility and Chronic Absenteeism:** A 21% mobility rate and a 31.3% chronic absenteeism rate significantly interrupt the consistency of math instruction and skill building.
- **Socio-Economic Factors and Trauma (ACEs):** With 72.80% of students identifying as economically disadvantaged, many arrive at school impacted by stress, poverty, and trauma that affect their health and readiness for learning.
- **Math Identity:** Not all students view themselves as "math people," which impacts their confidence and persistence when encountering challenging mathematical tasks.

Comprehensive Needs Assessment: Math Priority Needs

Based on the 2025-2026 data and stakeholder feedback, George Washington Carver Elementary has identified the following priority needs to address ALL students' performance in math, including Special Education, Multilingual Learners, and Multi-Racial subgroups:

- **Priority Need 1: Enhance Tier 1 Instruction and Conceptual Rigor:** Using guidance and MTSS professional learning developed by elementary supervisors, ensure that Tier I Instruction aligns with instructional best practices and that HQIM is implemented with integrity to meet the needs of the majority of our students.
 - Data Support: There is a consistent regression in scores from primary to intermediate grades; for example, scores on Bridges Unit 2 assessments drop from 77.01% in 1st grade to 23.89% in 5th grade.
 - Need: Ensure that Tier I Instruction aligns with instructional best practices and that High-Quality Instructional Materials

(HQIM)—specifically the Bridges in Mathematics curriculum and Number Corner—are implemented with integrity.

- **Priority Need 2: Effective Targeted "Just in Time" Tier II/III Instruction**

- Data Support: There is a severe late-year regression in math fluency in the intermediate grades, with 4th-grade mastery plummeting from 70.99% in January to 26.88% in May.
- Need: Utilize a "Just in Time" intervention model that provides immediate remediation of specific skill deficits through targeted small-group instruction while maintaining access to on-grade-level content.

- **Priority Need 3: Push-in Support Model for ALL Learners:**

- Data Support: The school faces high mobility (21%) and chronic absenteeism (35.34%), which interrupt consistent Tier 1 instruction.
- Need: Stakeholders noted that the use of specialized personnel has greatly impacted the "quality and quantity of instruction". A push-in model has already accelerated foundational skill mastery for Multilingual Learners, and expanding this ensures all students receive high-quality baseline strategies within their regular learning environment—this will be especially important for students with chronic absenteeism so they can take advantage of the structures and supports offered in their homeroom and have an opportunity to build relationships with their teachers and peers.

- **Priority Need 4: Frequent Data Analysis and Next Step Planning**

- Data Support: The Universal Screener for Number Sense (USNS) shows a vast difference in proficiency between grades K–2 and grades 3–5, alongside a reduction in students scoring "Proficient" between mid-year and end-of-year administrations.
- Need: Conduct Bi-Weekly Grade Level Data Meetings to monitor, adjust, and refine instructional approaches based on formative and universal screening data.

- **Priority Need 5: Expand Home Mathematical Support and Resources**

- Data Support: Stakeholders requested parent training in math strategies and materials that families can use to support learning at home.
- Need: Refine family engagement nights to move beyond traditional presentations toward the explicit modeling of instructional strategies (e.g., Bridges math games).

Culture and Climate Data: Schoolwide Components Part 1

Comprehensive Needs Assessment: Culture and Climate Overview:

The staff at GWCES prides itself on the strong relationships we are able to build with our student body and community. This foundation is critical as 72.80% of our students are economically disadvantaged and 21% of our population is impacted by mobility due to housing instability. We recognize that many students arrive at school impacted by Adverse Childhood Experiences (ACEs) and trauma, which can lead to a disconnect between acceptable behaviors at home versus school. Consequently, we model positive behavior and celebrate our students when they exhibit appropriate behaviors, while providing them with the social-emotional and self-regulatory tools needed to be ready for academic learning.

Students in our building are supported through a Multi-Tiered System of Supports (MTSS) centered around our S.O.A.R. expectations and the Conscious Discipline program. This framework ensures an appropriate learning environment is available for all by categorizing social, emotional, and behavioral needs into three tiers:

- Tier I students respond to general school and classroom rules and expectations through direct instruction and modeling. Our primary Tier I strategy is Conscious Discipline, which has been credited with increasing equitable instructional access by managing disruptive behaviors at the universal level. However, data from SY 2026 indicates a need for intensified Tier I focus, as discipline incidents rose to 528 and suspensions increased to 49 compared to the previous year. To support student engagement, we also implement the P.A.N.T.S. (Perfect Attendance & No Tardies) initiative, which helped raise the overall attendance rate to 91.6% in SY 2026.
- Tier II students, comprising approximately 10% of our student population, require personalized support such as personal picture schedules, second doses of SEL curriculum, or small group instruction with the school counselor or SEL Coach. A key Tier II strategy is Check-In/Check-Out (CICO), where students partner with a trusted adult to set daily goals. Stakeholder feedback

indicates a strong desire to reinstate and refine CICO with more fluidity for the 2026–2027 school year to better support students seeking intentional connections.

- Tier III students demonstrate frequent challenges with daily routines and require intensive, individualized support through Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). These students make up approximately 3–5% of our population. Our data shows that broad schoolwide strategies can sometimes be overshadowed by individual behavioral outliers. These students receive high-level support from our Behavior Response Team (BRT), psychologists, and the SEL Behavior Coach through coordinated efforts like "Compassion Kid Meetings" to ensure both student and teacher safety and success.

George Washington Carver Elementary School Enrollment Data (K-5) October 2025		
Race/Ethnicity	Enrollment % of Students	Enrollment # of Students
Schoolwide	100%	397
African American	43.07%	171
Am. Indian/Alaskan	<5%	1
Asian	<5%	4
White	14.86%	59
Hawaiian/Pacific Islander	<5%	0
Multi-Racial	12.09%	48
Hispanic	28.72%	114

Schoolwide Percentages of Subgroup Enrollment Data (K-5) October 2025		
Schoolwide	100 %	397 students
Students With Disabilities (SWD)	10.30 %	41 students
Economically Disadvantaged (FARMS)	82.37 %	327 students
English Learners (EL)	19.90 %	79 students
Homeless	<5%	5 students

Average Daily Attendance Rate 2025-2026 K-5 Overall Attendance Rate: 91.08%	
Notable Demographic Information	Percentage of Students Who Were Chronically Absent (10% or More of School Days Missed)
Total Enrollment	31.3% (123/393)
African American	20.40% (81/397)
Hispanic	19% (22/393)
SWD	3.52 (14/397)
FARMS	35.4% (98/393)

Discipline Data	2025 - 2026 (August - June)	2024-2025 (August-June)	2023-2024 (August-June)	2022-2023 (August-June)	2021-2022 (August-June)	2020-2021 (Nov-June)	2019-2020 (August-March)	2018-2019 (August-June)
Office Referrals	528	320	206	322	522	12	163	8
ISI	190	88	51	64	104	1	12	1
Suspensions	49	18	20	27	31	3	28	0

Culture and Climate Problem Statement:

The culture and climate at GWCES are currently defined by a significant rise in disciplinary incidents and persistent challenges with student attendance, both of which are rooted in the complex socio-economic needs of the community. While the average daily attendance rate has seen a slight upward trend, rising from 91.08% in SY 2025 to 91.6% in SY 2026, chronic absenteeism remains a critical barrier, affecting 31.3% of students. This issue disproportionately impacts economically disadvantaged students (34.5%) and African American students (39.6%), often driven by a 21% mobility rate and housing instability.

Simultaneously, the school is navigating a sharp increase in behavioral challenges; office referrals nearly doubled from 287 in SY 2025 to 528 in SY 2026, and total suspensions rose from 19 to 49 during the same period. These behavioral trends are largely attributed to Adverse Childhood Experiences (ACEs) and trauma, which leave many students without the necessary self-regulation skills to navigate the school day. While the school utilizes Conscious Discipline and a Multi-Tiered System of Supports (MTSS), the intensive needs of a few behavioral outliers often overshadow general progress. Furthermore, the presence of six first-year and seven new-to-building teachers necessitates a more consistent and unified approach to SEL training and de-escalation strategies to ensure that behavioral management does not come at the expense of vital instructional time.

Climate and Culture Root Causes:

- **Trauma-Impacted Readiness and Self-Regulation Gaps:** Students arrive at school traumatized by adverse childhood experiences (ACEs), which hinders their self-regulation skills and contributes to a recent surge in behaviors requiring disciplinary action. Socio-Economic Barriers and Limited Medical Access: Many students live in households categorized as economically disadvantaged (74.06%), which often correlates with limited access to consistent medical services. This lack of access directly impacts student health and attendance; for instance, a widespread Hand Foot and Mouth disease outbreak in October 2025 severely lowered the overall average attendance rate.
- **Behavioral Disconnect and Instructional Inconsistency:** Students are impacted by a disconnect between acceptable behaviors at home, in the community, and at school. This is exacerbated by a high mobility rate of 21%, which interrupts the formation of trusting relationships with staff and the consistent application of behavioral expectations. Additionally, a high number of first-year teachers (6) and teachers new to the building (7) requires continuous, intensive training to ensure the consistent school-wide implementation of Conscious Discipline and S.O.A.R. expectations.
- **Communication Gaps and Perceptual Barriers:** Traditional communication methods are often ineffective, as many families do not consistently engage with electronic or print communications like flyers and newsletters. Stakeholder feedback indicates that parents are specifically confused by standards-based report cards which prevents them from accurately understanding student performance and expectations.
- **Barriers to Attendance and Chronic Absenteeism:** Despite a climb in average daily attendance to 91.8% in SY 2026, the school remains below the 94% state goal due to a high chronic absenteeism rate of 31.3%. This issue is most acute among economically disadvantaged students, who represent 34.5% of those chronically absent, highlighting how poverty remains a primary root cause for missed instructional time

Culture and Climate Priority Needs:

- **Priority Need 1: Increase student attendance:**
 - Data Support: While the overall attendance rate has steadily improved to 91.80% in SY 2026, it remains below the state requirement. Chronic absenteeism is a significant barrier, affecting 31.3% of the total student population, with disproportionately high rates among Economically Disadvantaged students (34.5%) and African American students (39.6%).
- **Priority Need 2: Monthly Attendance Meetings**

- The Attendance Committee (our pupil personnel worker, Community Schools Coordinator, school counselor, and administrative team) will work closely to review all available data and communicate with our families about the importance of attendance.
- **Priority Need 3: School-Wide Academic and Behavioral Expectations**
 - Tier I-Conscious Discipline and MTSS strategies
 - Tier II interventions Check-In- Check-Out, Small Groups hosted by our Social-Emotional Behavior Coach and our School Counselor
 - Tier III interventions as needed- Behavior-intervention plans and RTI monitoring..
- **Priority Need 4: Specialized Behavioral Personnel**
 - Board Certified Behavior Analyst (BCBA)
 - Registered Behavior Technician (RBT).
 - SEL Coach
 - Data Support: Data shows that universal and targeted strategies (Tiers I and II) are frequently overshadowed by individual behavioral outliers. To effectively manage these high-frequency behaviors, the school relies on a BCBA and the Behavior Response Team (BRT) to implement individualized Tier III supports, including Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). Securing dedicated RBT support will provide the consistent, one-on-one "push-in" assistance needed for students with significant social-emotional and self-regulation deficits that currently interrupt instructional time for their peers.
- **Priority Need 5: Strengthening Parent and Family Engagement**
 - Direct training in academic and SEL strategies to support their children at home.
 - Interactive engagement.
 - Provide take-home resources to build parent capacity as instructional partners.

Component 2 - Schoolwide Reform Strategies

Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii); c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii).

George Washington Carver Elementary School employs a comprehensive set of schoolwide reform strategies designed to address both academic achievement and social-emotional learning (SEL). These strategies are implemented through a Multi-Tiered System of Supports (MTSS) and are funded by braiding various federal, state, and local sources, including Title I and Comprehensive Support and Improvement (CSI) funds. These strategies provide students with a well-rounded curriculum, the knowledge and skills needed to access the curriculum, and the social-emotional, self-regulatory tools to enable them to be ready and available for academics.

Staff will monitor the progress of these strategies through a systematic, data-driven cycle that includes bi-weekly grade-level data meetings to analyze assessment points such as DIBELS, Star, and benchmark assessments to adjust instructional planning. Additionally, the Academic Dean and Instructional Resource Teachers (IRTs) meet weekly to analyze progress monitoring for Tier II targeted groups, while the Instructional Leadership Team (ILT) and MTSS committee conduct monthly reviews of schoolwide achievement and behavioral data to evaluate strategy effectiveness. This continuous "study, plan, implement, and revise" framework is further supported by universal screening team (UST) meetings held three times a year to ensure students are accurately placed in appropriate intervention groups.

The Academic Dean serves as the primary instructional leader of George Washington Carver Elementary School, bearing the critical responsibility for the implementation and management of all intervention programs, specialized staff, and the rigorous documentation required to maintain the school's CSI (Comprehensive Support and Improvement) and TSI (Targeted Support Improvement) statuses. In this role, the Dean drives the school's "study, plan, implement, and revise" framework by collaborating weekly with Instructional Resource Teachers (IRTs) to analyze Tier II progress monitoring data and leading bi-weekly grade-level data meetings to adjust instructional planning for both literacy and mathematics. To address the needs of staff, the Academic Dean provides essential mentorship and coaching, facilitating professional learning communities (PLCs) and Universal Screening Team (UST) meetings to ensure interventions are precisely matched to student deficits. This leadership capacity is further strengthened through direct support and training from the SMCPs Central Office, ensuring the Dean is equipped to manage braided funding sources and lead the pilot implementation of new assessment tools like the Forefront math platform.

The Assistant Principal serves as the primary behavioral and social-emotional administrative leader of George Washington Carver Elementary School, bearing the critical responsibility for the oversight and coordination of the MTSS Team, Behavior Response Team (BRT), SEL Team and Mental Health Team. In this role, the Assistant Principal adopts a proactive stance to drive the school's "study, plan, implement, and revise" framework by analyzing behavioral data, attendance trends and discipline incidents to ensure students are systematically taught the behavioral regulation skills and self-regulatory strategies necessary for academic readiness. By leading these specialized teams, the Assistant Principal ensures that trauma-informed interventions and the Multi-Tiered System of Supports (MTSS) are implemented with fidelity, mitigating behavioral barriers to instruction and ensuring that every student is ready and available for learning.

Schoolwide Reform Strategies for LITERACY		
Priority Need 1: Enhance Tier I Instruction		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Revise the Master Schedule to include continuous content blocks to ensure uninterrupted Tier I instruction.	Admin Team	June 2026-July 2026
Continued implementation of district approved High Quality Instructional Materials, including Heggerty Phonemic Awareness Curriculum, Foundations, and Benchmark Advance.	Academic Dean, Instructional Staff	August 2026-June 2027
Continued realignment of the Tier 1 foundational skills instructional block, grade K-3, to the phonics scope and sequence in order to maintain/expand student mastery of foundational reading skills.	Academic Dean	August 2026-June 2027
Provide professional learning on MTSS Tier I <i>High Quality Core Instruction: Key Instructional Practices</i> guidance developed by elementary supervisors.	Academic Dean, Assistant Principal, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Conduct instructional walkthroughs based on the <i>High Quality Core Instruction: Key Instructional Practices</i> guidance developed by elementary supervisors to collect data on Tier I instruction and to provide teachers with actionable feedback outside of the formal observation process.	Admin Team	August 2026-June 2027
Provide curriculum-based professional learning using our HQIM for literacy.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Utilize Instructional Resource Teachers, Lead Teachers, and Academic Success Mentor Teachers as instructional coaches/co-teachers.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Utilize the CSI Funded Literacy Support Coach to provide one on one instructional mentoring to teachers to help ensure they develop the skills needed to facilitate high quality literacy instruction.	Academic Dean, Literacy Support Coach	August 2026-June 2027
Provide vertical articulation opportunities in order to help strengthen teacher knowledge of literacy skills between grade levels and improve practice.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027

Priority Need 2: Effective Targeted Tier II/III Instruction		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Continued use of the Tier II/III Support Decision Trees and Elementary ELA Small Group Guidance for Small Group Instruction developed by district supervisors.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Paraeducators, Interventionists	August 2026-June 2027
Ensure that teachers are utilizing the interventions/instructional strategies embedded in the Small Group guidance document by conducting instructional walkthroughs and providing teachers with actionable and timely feedback.	Admin Team	September 2026-June 2027
Provide training for interventions and progress monitoring data collection as needed.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	September 2026-June 2027
Set clear timelines for progress monitoring data to be collected, entered in the district's data system, and reviewed in order to ensure timely instructional adjustments based on student need.	Academic Dean	September 2026-June 2027
Focus on refining and monitoring specialized interventions for non-readers in grades 3-5. This may include the use of Orton-Gillingham instructional techniques in conjunction with the district small group guidance.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	September 2026-June 2027
Continuation of Universal Screening Team Meetings to review DIBELS data in conjunction with data from diagnostic assessments and formative assessment data in order to appropriately group students for Tier II/III interventions.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	September 2026-June 2027
Utilize Literacy Intervention Teacher, certified student tutor, teacher apprentices, and instructional paraeducator to provide high-quality literacy support and intervention.	Academic Dean	September 2026-June 2027
Priority Need 3: Push-in Support Model for ALL Learners		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Continue Push-in Support Model for supporting multilingual learners.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, ESOL Teachers	August 2026-June 2027
Utilize a Level 4 Lead Teacher to provide co-teaching and coaching in general education classrooms in order to model and promote best instructional practices for supporting students with	Academic Dean, Level 4 Lead Teacher	August 2026-June 2027

disabilities and other learning needs.		
Priority Need 4: Frequent Data Analysis and Next Step Planning		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Bi-Weekly Grade Level Data Meetings that focus on formative assessment data in order to make a more immediate impact on daily classroom instruction and student support.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Teachers	September 2026-June 2027
Weekly Special Education Department Meetings to analyze assessment data and progress monitoring, including iReady data, for all students in order to make timely adjustments to Tier I supports and Tier II/III interventions.	Academic Dean, Level 4 Lead Teacher, Special Education Teachers	August 2026-June 2027
Weekly IRT and Academic Dean Meetings to review instructional data and determine classroom and student supports, plan professional learning, and evaluate the needs of the building.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Strategic Planning for the Maryland 3rd Grade Literacy Mandate to ensure GWCES has a solid plan in place for supporting students with reading difficulties.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Priority Need 5: Expand Home Literacy Support and Resources		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Continue to provide and refine family nights to build parent capacity in reading strategies. Refinement will include incorporating more hands-on workshops to help families develop strategies for supporting literacy development at home.	All Staff	August 2026-June 2027
Increase attendance at Parent Family Engagement Nights and Workshops by providing meals and/or snacks, providing translation for Spanish speaking families, and advertising through various means including flyers, texts, and direct neighborhood contact.	Admin Team, PPW, Community Schools Liaisons	September 2026-June 2027
Send home monthly newsletters to connect families with what's happening in the classroom.	Classroom Teachers	August 2026-June 2027
Ensure that timely feedback on student progress is being communicated to parents through Home/School communication folders, student portfolios, and/or parent/teacher communication via phone/e-mail.	Classroom Teachers	August 2026-June 2027
Continue to send home resources to support literacy instruction	Academic Dean, Instructional	August 2026-June 2027

including decodable readers, letter tiles, and literacy games.	Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Classroom Teachers	
Provide parents training on the new Standards Based Report Cards to ensure they understand their child's progress and can advocate for their child's needs.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Classroom Teachers	August 2026-June 2027

Schoolwide Reform Strategies for Math		
Priority Need 1: Enhance Tier 1 Instruction and Conceptual Rigor:		
Math Strategies & Activities	Person(s) Responsible	Timeline
Revise the Master Schedule to include continuous content blocks to ensure uninterrupted Tier I instruction.	Admin Team	June 2026-July 2026
Participate in the Maryland School Improvement Network (MSIN) Cohort 2 to develop and begin implementing a plan for math improvement.	Academic Dean, GWCES MSIN Team, District Math Supervisor	July 2026-June 2027
Provide professional learning on MTSS Tier I <i>High Quality Core Instruction: Key Instructional Practices</i> guidance developed by elementary supervisors.	Academic Dean, Assistant Principal, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Conduct instructional walkthroughs based on the <i>High Quality Core Instruction: Key Instructional Practices</i> guidance developed by elementary supervisors to collect data on Tier I instruction and to provide teachers with actionable feedback outside of the formal observation process.	Admin Team	August 2026-June 2027
Consult with the Elementary Math Supervisor to develop and implement curriculum-based professional learning using our HQIM for mathematics.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Utilize Instructional Resource Teachers, Lead Teachers, and Academic Success Mentor Teachers as instructional coaches/co-teachers.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Provide vertical articulation opportunities in order to help strengthen teacher knowledge of literacy skills between grade levels and improve practice.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic	August 2026-June 2027

	Success Mentor Teacher	
Priority Need 2: Effective Targeted "Just in Time" Tier II/III Instruction		
Math Strategies & Activities	Person(s) Responsible	Timeline
Utilize the Bridges Unit Screeners prior to each unit in order to organize students into targeted small groups based on identified skill deficits.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Paraeducators, Interventionists	August 2026-June 2027
Utilize Instructional Resource Teachers (IRTs) and certified tutors, to provide direct interventions matched to individualized student data.	Academic Dean	August 2026-June 2027
Administer the Universal Screener for Number Sense (USNS) Screener three times a year and use the resources available in Bridges and the Forefront Data Platform to determine next instructional steps.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Teachers	September 2026-June 2027
Provide ongoing and differentiated professional development (PD) focused on the GWCES Math Intervention Model and "Just in Time" instructional strategies.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, District Math Supervisor	August 2026-June 2027
Fully utilize the math intervention block built into the master schedule.		
Priority Need 3: Push-in Support Model for ALL Learners		
Math Strategies & Activities	Person(s) Responsible	Timeline
Continue Push-in Support Model for supporting multilingual learners.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, ESOL Teachers	August 2026-June 2027
Utilize a Level 4 Lead Teacher to provide co-teaching and coaching in general education classrooms in order to model and promote best instructional practices for supporting students with disabilities and other learning needs.	Academic Dean, Level 4 Lead Teacher	August 2026-June 2027
Priority Need 4: Frequent Data Analysis and Next Step Planning		
Math Strategies & Activities	Person(s) Responsible	Timeline
Bi-Weekly Grade Level Data Meetings: To monitor and analyze assessment data points, including:	Academic Dean, Instructional Resource Teachers, Lead	September 2026-June 2027

- Bridges Unit Screeners: Administered every two weeks prior to classroom instruction to identify specific skill deficits. - Bridges Unit Assessments: End-of-unit evaluations to measure mastery of core standards. - Number Corner Check-Ups: Regular interval checks embedded within the Bridges curriculum.	Teacher, and Academic Success Mentor Teacher, Teachers	
Weekly Special Education Department Meetings to analyze assessment data and progress monitoring for all students in order to make timely adjustments to Tier I supports and Tier II/III interventions.	Academic Dean, Level 4 Lead Teacher, Special Education Teachers	August 2026-June 2027
Weekly IRT and Academic Dean Meetings to review instructional data and determine classroom and student supports, plan professional learning, and evaluate the needs of the building.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher	August 2026-June 2027
Priority Need 5: Expand Home Mathematical Support and Resources		
Math Strategies & Activities	Person(s) Responsible	Timeline
Explicitly model instructional tools during family workshops: Host engagement nights that demonstrate "how we teach math" by modeling Bridges math games, showcasing online curriculum features, and providing hands-on science experiences through Mystery Science subscriptions and specialized kits.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Teachers	September 2026-June 2027
Foster academic transparency through direct data sharing: Use family sessions as a platform for teachers to share current math assessment results and explain specific grade-level expectations, helping families understand their child's performance and areas for growth.	Academic Dean, Instructional Resource Teachers, Lead Teacher, and Academic Success Mentor Teacher, Teachers	September 2026-June 2027
Remove participation barriers using braided funding: Utilize Title I and CSI funds to provide free meals and childcare at all family engagement events, ensuring equitable access for the school's economically disadvantaged population.	Admin Team, PPW, Community Schools Liaisons	September 2026-June 2027

Schoolwide Reform Strategies for Climate and Culture		
Climate & Culture Strategies & Activities	Person(s) Responsible	Timeline
George Washington Carver Elementary School will continue the implementation of Conscious Discipline as its foundational, evidence-based social-emotional learning (SEL) program, though the strategy will be refined to address a critical rise in discipline incidents and mixed stakeholder feedback. The following are the culture and climate strategies: ● Check-In / Check-Out (CICO): Pairing identified students with staff members to set daily goals and build relationships. ● Compassion Kid Meetings: Collaborative grade-level meetings involving the SEL Coach, counselor, and psychologist to develop individualized support plans for students and teachers. ● Behavior Response Team (BRT): A team that monitors real-time behavioral data and makes climate-related decisions. ● Restorative Practices and Circles: A suggested addition to Tier 1 to empower teachers to handle conflict and build "School Family" ● Check and Connect: Suggested as a more effective long-term intervention for students impacted by trauma. ● Staff SEL Book Studies: Voluntary participation in studies of titles such as <i>Conscious Discipline and Equity</i> and <i>Managing Emotional Mayhem</i>. ● Crisis Prevention Institute (CPI) Training: Proposed de-escalation training for identified staff. ● SEL Character Traits: Monthly focus on traits like respect and courage shared via morning announcements or lessons. ● Student Leadership and Clubs: Opportunities for students to serve as hallway monitors or participate in interest-based after-school activities. ● Parent Education and Input: Providing workshops on attendance and SEL strategies while offering multiple avenues for stakeholder feedback. ● Trauma-Informed Practices: Professional development focused on growth-mindset teaching and staff wellness. ● Monthly Community Gatherings: GWCES fosters a sense of "School Family" through various regular gatherings that prioritize social-emotional growth and academic celebration. While daily Morning Meetings and Restorative Circles are the primary vehicle for building community within individual classrooms, the school utilizes larger monthly or periodic gatherings to unify the student body.	SEL Behavior Coach BCBA RTB Staff	September 2026- June 2027
MTSS Monthly Meetings will continue as a collaborative forum for staff to analyze behavioral trends and refine the implementation of the Conscious Discipline framework. This ongoing collaboration is critical as	SEL Behavior Coach Assistant Principal Staff	September 2026- May 2027

the school works to address a significant rise in discipline incidents and a spike in suspensions during the 2025–2026 school year. While these meetings remain a time for teachers to work through classroom struggles, the focus will expand beyond traditional Tier I S.O.A.R. expectations and common language to include Restorative Practices and Circles. In addition, trauma-informed practices will be applied building-wide. By utilizing these meetings to review disaggregated office referral and in-school intervention (ISI) data, the MTSS team will ensure that behavioral support plans remain as data-driven and responsive as the school's academic interventions.		
The school will reinstate and refine the Check-In / Check-Out (CICO) program as a vital Tier II intervention to support students who require intentional connections with trusted adults during the school day. By pairing identified students with a mentor, the program aims to build stable relationships, set daily academic and behavioral goals, and create actionable plans for student success. The school will ensure these daily interactions are rooted in meaningful connection and trauma-informed practices. This proactive approach is designed to provide students with the social-emotional scaffolding necessary to remain engaged and available for learning throughout the entire school day.	SEL Behavior Coach Counselor Staff Members	September 2026- June 2027
Compassion Kid Meetings will continue to provide a critical space for grade-level teams to collaborate with the Social-Emotional Behavior Coach, BCBA, school counselor, school psychologist, and Judy Center staff to address the needs of students requiring intensive, individualized support. These sessions allow teachers to bring forward new concerns or update existing plans, ensuring that both the student and the educator are supported throughout the school year. By fostering this team-based approach, the school aims to develop highly specific, trauma-informed interventions that maintain the psychological safety of the classroom while providing teachers with the actionable strategies and "School Family" connections necessary to navigate complex behavioral challenges.	SEL Behavior Coach SEL Para Teachers BCBA RBT	September 2026 - May 2027
The school will use evidence-based programs to address social and emotional needs of the students. The following is the comprehensive list of culture and climate strategies: Tier I Behavioral and SEL Strategies: ● Conscious Discipline: An evidence-based social-emotional learning (SEL) and self-regulation program used to teach calming strategies, problem-solving, and conflict resolution. ● S.O.A.R. Expectations: A consistent multi-tiered system of support (MTSS) framework used to establish common behavioral guidelines and language throughout the building. ● P.A.N.T.S. (Perfect Attendance & No Tardies): A daily recognition initiative used to celebrate consistent attendance	All staff Students	August 2025- June 2026

through classroom visits and schoolwide announcements. Tier II Programs (Targeted Support) ● Check-In / Check-Out (CICO): A program where identified students are paired with a staff member to build relationships, set daily goals, and create plans for success. ● Counselor/SEL Small Groups: Targeted sessions hosted by the Tier III Programs (Intensive Support) ● Compassion Kid Meetings: Collaborative team meetings involving the SEL Coach, counselor, psychologist, and Judy Center staff to develop individualized support plans for students and teachers. ● Individualized Behavioral Plans: Implementation of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) specifically tailored for students with high-frequency challenges. ● Behavior Response Team (BRT): A specialized team that provides real-time support and monitors behavioral data to make climate-related decisions. ● Chronic Absenteeism Success Coach: A dedicated, intensive support role focused on breaking the cycle for students exhibiting severe patterns of chronic absenteeism, which currently affects 35.34% of the student population. The Success Coach provides individualized case management and personalized community outreach to identify and mitigate specific socio-economic, health and trauma-related barriers to school attendance, ensuring the school's most vulnerable students are consistently available for daily Tier I instruction.		
To strengthen student attendance, GWCES will expand parent education on the benefits of regular, on-time attendance through a multi-channel and community-based communication strategy. While maintaining traditional newsletters and social media updates, the school will modernize its outreach by implementing direct text alerts and sharing student-facilitated videos that highlight the success of the P.A.N.T.S. (Perfect Attendance & No Tardies) initiative. Recognizing that many families may not engage with digital or print messaging, staff will conduct neighborhood "walk and talks" and post colorful flyers in community spaces like laundry rooms and rental offices to build personal connections with non-engaged families. These educational efforts will be central to Parent Family Engagement events, where the school's Attendance Committee—including the Pupil Personnel Worker, Chronic Absenteeism Success Coach and Community School Coordinator—will explicitly model the link between regular attendance and academic growth. By providing transparent updates on attendance trends and collaborating with families to	Admin Team, PPW, Chronic Absenteeism Success Coach, Community School Coordinator	

overcome socio-economic and health-related barriers, the school aims to foster a shared understanding of how consistent attendance ensures equitable access to daily Tier 1 instruction.		
Voluntary opportunity for staff to participate in Professional Development and Staff Programs: ● SEL Book Studies: Voluntary staff opportunities to study titles such as <i>Managing Emotional Mayhem</i>, <i>Creating School Family</i>, and <i>Conscious Discipline and Equity</i> to enhance their understanding of trauma-informed practices. ● MTSS Monthly Meetings: Voluntary meetings for staff to analyze behavioral data and discuss Conscious Discipline implementation ● Neighborhood Outreach ("Walk and Talks"): Strategic community engagement where staff visit local neighborhoods to share information, distribute flyers, and listen to family needs. ● Parent Education Workshops: Interactive sessions held during family nights to model SEL and self-regulation strategies parents can use at home. ● Educational Equity Support: Utilizing braided funding to cover field trip costs for all families and providing community school resources, including no-charge meals and health support.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor	October 2026- August 2027
GWCES will significantly refine and expand its ongoing support and coaching for staff and families in the implementation of Conscious Discipline (CD) to address a critical rise in behavioral incidents. The school will implement an in-house professional development and mentorship—led by the CSI Teacher Coach, SEL Behavior Coach, and Academic Dean—focusing on the explicit use of the Safe Space, Brain Smart Start, and the Feeling Buddy curriculum. Support will extend to families through interactive workshops during Parent Family Engagement (PFE) events, where staff will model self-regulation strategies that parents can replicate at home to support children impacted by Adverse Childhood Experiences (ACEs). Furthermore, in response to intermediate staff feedback, coaching will now include the integration of Restorative Practices and Circles to provide more age-appropriate conflict resolution tools for older students. By utilizing braided Title I and CSI funding to provide stipends for training and specialized coaching, the school aims to ensure that all staff members, including paraeducators, are proficient in trauma-informed practices that maintain the "School Family" environment and keep students available for academic instruction.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor Para who Supports Parent and Family Engagement	October 2026- May 2027

The school will continue to prioritize and expand the ways it solicits parental and stakeholder input into school-based decisions, ensuring that the Schoolwide Plan remains responsive to the diverse needs of its community. To address this, the school will implement more direct and creative outreach strategies. Stakeholder meetings will offer flexible attendance options, including virtual and recorded sessions, and will continue to utilize braided Title I and CSI funding to provide meals and childcare to remove participation barriers. Furthermore, the school aims to empower families as true academic partners by "sharing the microphone" during events, allowing parents to openly discuss their successes and struggles with instructional strategies, and inviting parent ambassadors to welcome and inform new families. This continuous feedback loop—integrated into the school's "study, plan, implement, and revise" cycle—ensures that stakeholder guidance directly informs critical decisions regarding funding for instructional materials, staffing, and schoolwide support programs.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor Par-Educator	October 2026- May 2027
GWCES will prioritize educational equity by utilizing braided funding—including Title I, CSI, and Concentration of Poverty grants—to fully support the costs of academic field trips, ensuring no student is excluded due to financial barriers. By removing these costs for a student population that is 72.80% economically disadvantaged, the school aims to provide students with the background knowledge and experiential learning necessary to access complex grade-level texts and concepts. This strategy is a vital component of the school's effort to provide a well-rounded education and mitigate the impact of socio-economic factors on academic achievement.	Principal	October 2026 - June 2027

3A. Parent, Family and Stakeholder Involvement

The administrative staff at George Washington Carver Elementary School, alongside parents, teachers, and community stakeholders, develops a Parent and Family Engagement Plan that reflects the unique views, diversity, and needs of our Title I community. To ensure decisions regarding Title I materials, funding, and resources are truly representative, the school now seeks to "share the microphone" during involvement events, inviting parent ambassadors to facilitate dialogue and help families openly discuss their successes and struggles as academic partners. This collaborative process is supported by braided federal and state funding (Title I, CSI, and Concentration of Poverty grants), which allows the school to provide the necessary physical and mental health, academic, and extracurricular supports families need to thrive.

Stakeholder engagement meetings and family nights—such as STEAM Night and Literacy Night—serve as a forum to review student data and build parent capacity in specific instructional routines. Moving beyond traditional slideshows, these events now prioritize the explicit modeling of instructional strategies, such as Heggerty, Foundations, and Bridges math games, while sharing actual student assessment results and online curriculum tools so families understand specific grade-level expectations. To increase participation and remove socio-economic barriers, Title I funds continue to provide childcare and free meals, while

the school expands its reach through neighborhood "walk and talks," text alerts, and student-facilitated videos to connect with families who may not engage with traditional newsletters.

Collaborative transitions remain a cornerstone of the plan, with the ECE Transition IRT and Judy Center staff facilitating the move from Pre-K to Kindergarten, while a partnership with the feeder middle school supports our fifth graders. The "Summer Send Off" and helping families navigate standards-based report cards and better understand student performance. During these events, parents receive tangible support materials—such as decodable books, bilingual resources, and math games—to keep skills sharp and avoid the "summer slump," ensuring that every family is empowered as an active partner in their child's academic and social-emotional growth.

These jointly developed schoolwide programs and initiatives are the direct outgrowth of informed collaboration with parents, family members, and community partners. To ensure this feedback remains representative and ongoing, GWCES has modernized its communication efforts to include direct text alerts. These diverse feedback loops—which also include school/district surveys, focus groups, and personal phone calls—ensure that our Parent and Family Engagement Plan remains responsive to the unique views and socio-economic needs of our Title I community.

GWCES works to build the confidence and capacity of parents and guardians as academic partners by moving beyond traditional presentations toward the explicit modeling of instructional strategies. During family nights, such as STEAM Night and Literacy Night, staff demonstrate specific routines including Heggerty, Foundations, and Bridges math games so families can replicate these learning tools at home. Furthermore, the school now "shares the microphone" during these events, allowing parents to openly discuss their successes and struggles with these strategies, while Parent Ambassadors help welcome new families and foster a deeper sense of community.

The administration relies on stakeholders to actively participate in the school improvement process by reviewing student data trends, such as MCAP results and Bridges unit assessments. To make this data more accessible, the school will work to help families understand standards-based report cards and the meaning of progress indicators. Stakeholder input directly guides the use of braided Title I, CSI, and Concentration of Poverty funding to remove participation barriers by providing free meals, childcare, and transportation, as well as covering the costs for academic field trips to ensure educational equity for all students.

To support our diverse population, we provide translation of all school documents and, when applicable, a translator for Spanish-speaking families. We are also providing translators during in-person events and host culturally themed sessions, such as a Hispanic Heritage Celebration, to ensure our stakeholder meetings are inclusive and welcoming. This continuous cycle of feedback and guidance ensures that supplemental resources—from specialized reading materials to social-emotional supports—are precisely aligned with the needs of GWCES students and families.

3B. Strategies to Increase Parent and Family Engagement

The George Washington Carver Community continuously seeks comprehensive feedback from our stakeholders—including parents, staff, and community partners—through a robust "study, plan, implement, and revise" cycle utilizing surveys, focus groups, evaluations, and interactive outreach like neighborhood "walk and talks". This continuous feedback loop ensures that our entire school community is actively invested in the development of this Schoolwide Plan, allowing stakeholder guidance to directly inform critical decisions regarding Title I materials, programs, funding, and staff resources. By "sharing the microphone" with families during engagement events and utilizing Parent Ambassadors, the school fosters a collaborative environment where diverse perspectives drive school improvement in student achievement, attendance, and social-emotional regulation.

For your convenience, the following documents are hyperlinked:

- [Parental Involvement Plan](#)
- [Parent Involvement Calendar](#)
- [School - Family - Student Learning Compact](#)
- [School - Family - Student Learning Compact- Translated](#)

4. Coordination of Federal, State, and local services and programs

Funds are systematically coordinated and braided through the support of the Department of Equity, Engagement, and Early Access and the Department of Student Services to maximize the impact of General, Title I, Title II, Title III, Title IV, Judy Center, Full Day Pre-K, and Concentration of Poverty funding. As a designated Community School, GWCES utilizes Concentration of Poverty grants to provide students and their families with essential physical and mental health, academic, and extracurricular supports. For the fourth consecutive year, the school maintains its Community Eligibility Provision (CEP) status, ensuring all students—including the 72.80 % who are economically disadvantaged—receive daily breakfast and lunch at no charge to promote readiness for learning. These combined funds support an array of critical programs, including Out of School Time (OST) programming, bilingual translation services, and full-day Pre-K4 classes. Family engagement is further strengthened through interactive nights where a meal and childcare are provided while staff model research-based strategies in Heggerty, Foundations, and Bridges math games.

Crucially, the school's CSI designation provides supplemental funding for high-quality instructional materials, such as decodable texts, Wilson Reading System resources, and Mystery Science subscriptions, Bridges and Forefront platforms. This funding is also vital for the stabilization of the workforce, supporting specialized personnel including a Teacher Coach, BCBA, RBT's, a Leadership Development Consultant, Chronic Absenteeism Success Coach and certified student tutors who facilitate the direct small-group instruction necessary for closing achievement gaps. Funds are also allocated for mentorship and stipend-compensated professional development in trauma-informed practices, Conscious Discipline, and the Science of Reading. Finally, the school promotes educational equity by utilizing these braided resources to cover the full cost of academic field trips, ensuring all learners have access to experiential learning regardless of their financial situation.