SY 2026-2027 School Performance Plan

School Name 21-Hilton Elementary School **Principal Name:** Erica Gravette

School's Mission:	School's Vision:
The Mission of Hilton Elementary School is to provide a safe, inclusive, and supportive learning environment that develops and challenges every student to become a critical thinker who is prepared for college, career, and lifelong success. We are committed to promoting high standards and high expectations for all stakeholders as we work together to foster academic excellence, personal growth and responsible citizenship.	Empowering every student to lead, achieve and thrive in an equitable learning community where every voice matters and every future is possible.

State School Improvement Status: CSI

School Name 21-Hilton Elementary School **Principal Name:** Erica Gravette

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: LITERACY					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP ELA Proficiency (Achievement)	21.1%	16.2%	12.2%	18.5%	15.4%
MCAP ELA Avg Performance Level (Growth)	2.00	1.92	1.80	1.97	1.95

STRATEGY: Steps for improving student literacy outcomes	1. **Utilize 9-week literacy data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments, MCAP, English Language Proficiency). Map out progress monitoring calendar based on metrics and assessment windows (e.g., DIBELS progress monitoring data pulled every six weeks) and establish teams and meeting schedules (e.g., meet every week at 3pm). Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or Tier III program/intervention (e.g., OG+) for identified students. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Prioritize Writing in Every Classroom:** Embed meaningful opportunities for students to articulate and defend thinking through writing across content areas, leveraging student work as a key measure of instructional effectiveness and academic growth analyzed regularly through academic planning or other PLC structures where direct feedback is given to students to improve their written responses. **5.** **Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning.

EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	K–2 Foundational Skills DIBELS composite scores BOY/MOY/EOY Overall literacy growth DIBELS skill-level measures Every assessment window Specific foundational skill gaps DIBELS progress monitoring Weekly/biweekly for targeted students Whether intervention is working K–5 Achievement i-Ready Reading diagnostic BOY/MOY/EOY Grade-level placement and growth i-Ready lesson/domain performance Monthly Skill mastery and instructional needs Curriculum Mastery Wit & Wisdom assessments End of lesson/module as appropriate Mastery of grade-level standards Fundations/Heggerty assessments K–2 Weekly/unit-based Phonemic awareness/phonics mastery Grades 3–5 Constructed/written responses Biweekly Comprehension, evidence and written expression Common formative assessments Every 2–4 weeks Standards mastery across classrooms
EQUITY CONSIDERATIONS	

School Name 21-Hilton Elementary School Principal Name: Erica Gravette

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA:MATHEMATICS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP Math Proficiency (Achievement)	<=5%	5.4%	<=5%	6.2%	7.7%
MCAP Math Avg Performance Level (Growth)	1.51	1.53	1.38	1.51	1.63

STRATEGY: Steps for improving student math outcomes	1. **Utilize 9-week mathematics data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments (K-8: Numeracy Development Framework; HS: Algebraic Reasoning), MCAP). Map out progress monitoring calendar based on metrics and assessment windows. Data cycles should occur at the end of each unit/module of study for each grade. Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **To support the internalization of lessons and units in Reveal Math, schools should use the Unit and Lesson Planning Protocols during academic planning throughout the year**. Teachers must prepare for student discourse opportunities through deliberately planned questions. Schools establish and communicate for the mathematics instructional block to ensure consistency and high-quality instruction. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or III program/intervention (e.g, Number Worlds) for identified students. Capture intervention tracking and progress monitoring in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Implement cycles of professional learning aligned to cyclical instructional walks, observations, and collaborative planning.**
EVIDENCE: What specific data points will you use to determine if your strategy is	tudent Achievement Reveal Math unit/module assessment results End of each unit/module Determine mastery of grade-level standards

making progress toward your SPP goal?	i-Ready Math Diagnostic BOY/MOY/EOY Measure overall growth and identify domain-specific needs Numeracy Development Framework measures Per district assessment calendar Monitor development of priority mathematical concepts Common formative assessments/exit tickets Weekly/Biweekly Identify short-cycle misconceptions and mastery MCAP Math data, Grades 3–5 Annual/interim as available Monitor progress toward grade-level proficiency Student Work % of students demonstrating mastery on common tasks Biweekly Determine conceptual understanding and application Student explanations/constructed responses Biweekly Monitor mathematical reasoning and communication
EQUITY CONSIDERATIONS	

School Name 21-Hilton Elementary School Principal Name: Erica Gravette

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: GRADUATION – Grad Rate / DIBELS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
HS: High School 4-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a

STRATEGY: Steps for improving student graduation outcomes	• **K-5 DIBELS Composite % At or Above:** See Literacy strategies above. • **Grade 6-8 GPA Less Than 2.0:** Follow the "Create data cycles (PDSA)"guidance outlined in the High School Graduation section below, adapting as appropriate for middle school. • **High School Graduation:** 1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:** a. Develop school-based course offerings. b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP). c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates. 2. **Create data cycles (PDSA) to engage in consistent progress monitoring:** a. Establish dedicated monitoring teams and set consistent meeting schedules: i. E.g., meeting weekly at 3 p.m. 9th Grade On-Track-to-Graduate Coordinator should lead efforts to monitor and support 9th grade cohort, schools should create parallel tracking for 10th graders. b. Identify metrics and timing: ii. <u>OTG:</u> Conduct BOY review of course scheduling for 9th and 12th graders. Quarterly, review progress reports, weekly teacher grades, teacher notes, empathy interviews, and SLPs (Student Learning Plans) to monitor performance. Identify supports for students missing OTG requirements, interventions for students off grade level, and reengagement paths for inactive students with the On-Track-to-Graduation dashboard, particularly the new cohort student page. Identify appropriate interventions based on student needs, such as Tier I instructional supports, e.g., coach class, Saga math tutoring, and, when needed, advance to credit recovery. iii. **<u>CCR:</u> Use the CCR Dashboard to map out and continuously monitor SLPs for all students to ensure personalized support and planning and a viable track to one of the 4 E's (Enrollment, Employment, Enlistment, and Entrepreneurship). Check for CCR readiness by 10th grade and, if not yet ready, utilize SLPs to create plans for students off-**

	track and ensure schools are informing families on plans.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	K–2 Foundational Skills DIBELS composite scores BOY/MOY/EOY Overall literacy growth DIBELS skill-level measures Every assessment window Specific foundational skill gaps DIBELS progress monitoring Weekly/biweekly for targeted students Whether intervention is working
EQUITY CONSIDERATIONS	

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THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: WHOLENESS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
Chronic Absentee Rate	77.1%	62.6%	57.3%	61.5%	61.1%

STRATEGY: Steps for improving student wholeness outcomes	1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:** a. Attendance team (attendance reps, climate leads, Community School Coordinators, Student Wellness Support Team members, administrators) conducts weekly data reviews to identify students and groups at risk of chronic absenteeism (Panorama) or requiring additional supports (e.g., target approximately 18 reviews by the end of Semester 1). b. Identify students for targeted outreach and diligence with key reports (Consecutive Absence Report in IC; Data Cleansing Reports 12, 37, 112, and especially 63 - No Show Student List) to ensure families are re/engaged and resolve data cleansing errors. c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness. d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance. e. On a monthly basis, monitor the progress and effectiveness of interventions, attendance rates, and PDSA change ideas using Infinite Campus and Panorama to assess individual and aggregate impact and inform continuous improvement. 2. **Engage families consistently to build school-family connections and belonging:** a. Leverage existing technology (i.e., IC-Parent Portal, Thrill Share, Class Dojo) and personalized strategies (e.g., SLPs, letters, home visits) to initiate, encourage, and maintain two-way communication with families and students. b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families. 3. **Create environments to promote belonging and engagement for all students:** a. The Climate Leadership Team will develop and implement a comprehensive Climate Action Plan aligned to the four district climate domains (Nurturing Relationships, High-Quality Stakeholder Experience, Supportive Behavior Approaches, Schoolwide Norms & Routines),

	meeting regularly to progress monitor Tiers I-III supports. b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance. c. Implement identified Tier II or III programs and interventions for identified students with significant/persistent behavior and/or social emotional needs. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	1. Use climate/student voice survey questions related to belonging, safety, relationships, and feeling valued. 2. This is especially important because strong student-adult relationships are a central part of the Wholeness strategy. 3. Disaggregate by grade, student, behavior type, location, time of day, and repeat referrals. The goal isn't simply fewer referrals—you want to understand where and why behaviors are occurring. 4. Monitor both the number of students suspended and whether the same students are repeatedly receiving exclusionary responses. 5. For example, if 20 students are receiving targeted Wholeness interventions, determine how many demonstrate improvement in behavior, attendance, self-regulation, or another identified goal. 6. This becomes your adult implementation measure and could include evidence of established routines, positive relationships, SEL/community building, reinforcement of expectations, proactive behavior supports, and consistent implementation of the behavior response process.
EQUITY CONSIDERATIONS	