SY 2026-2027 School Performance Plan

School Name 433-Renaissance Academy **Principal Name:** Tammatha Woodhouse

School's Mission:	School's Vision:
The mission of Renaissance Academy High School is to prepare every student for college, career, and life by providing high-quality instruction, meaningful relationships, restorative supports, and opportunities that empower students to own their impact and become productive members of their communities.	Renaissance Academy High School will be recognized as a model learning community where every student is known, valued, challenged, and supported through a culture of excellence, accountability, innovation, and belonging.

School Name 433-Renaissance Academy **Principal Name:** Tammatha Woodhouse

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)	<=5%	8.0%	13.3%	21.5%	11.1%
MCAP ELA Avg Performance Level (Growth)	1.59	1.91	1.96	2.06	1.96

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?	Progress toward the literacy goal will be monitored using: Summative ELA data English II Common Assessments Writing rubric scores Exit Ticket proficiency Pre/Post Assessments Collaborative Planning Data Dives Student work protocols Classroom walkthrough data TEACH observation evidence MTSS Progress Monitoring Attendance and intervention participation Gradebook trends
EQUITY CONSIDERATIONS	Instructional planning will prioritize: Students with Disabilities Economically Disadvantaged students Students demonstrating chronic absenteeism ELD students Students receiving Tier II and Tier III interventions Instructional decisions will be driven through disaggregated data analysis every nine weeks to ensure equitable access to rigorous instruction.

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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%	<=5%	17.5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.19	1.22	1.37	1.57	1.28

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	Progress toward mathematics goals will be monitored using:

making progress toward your SPP goal?	Algebraic Reasoning Diagnostic Assessments Reveal Mathematics Unit Assessments Common Formative Assessments Exit Tickets Pre/Post Assessments PLC Data Cycles Student Work Analysis Classroom Walkthrough Data TEACH Observation Evidence MTSS Intervention Data Attendance Data Grade Distribution Reports
EQUITY CONSIDERATIONS	The school will ensure equitable mathematics outcomes by prioritizing: Students with Disabilities English Language Learners Economically Disadvantaged students Students requiring Algebra I intervention Students identified through MTSS Tier II and Tier III supports Data will be reviewed during nine-week data cycles to ensure interventions are adjusted based on student performance.

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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	14.9%	37.3%	37.1%	33.3%	pending

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?	RAHS will use the following data points to determine progress toward the graduation SPP goal: • Four-year and five-year graduation rates, monitored by graduating cohort. • On-track-to-graduate rate by cohort, including the number and percentage of students meeting credit and graduation requirements. • Credit accumulation and credit deficits, with specific monitoring of over-age, under-credited students. • Course pass/fail rates and credit recovery completion for students identified as off track. • Attendance and chronic absenteeism rates for students in graduating and off-track cohorts. • Cohort file accuracy, including the number of cohort discrepancies identified and resolved. • Transportation barriers, including students experiencing transportation-related attendance concerns and whether those barriers are resolved. • Individual graduation plan progress, including interventions, assigned owner, expected graduation date, and evidence of progress at each review cycle.
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	94.1%	89.9%	89.6%	88.0%	81.9%

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?	Chronic Absenteeism Rate Monitor the percentage and number of students identified as chronically absent through Infinite Campus/Panorama. Progress monitor against the SY2025–26 baseline of 81.9% and SY2026–27 target of 58.3%. Disaggregate by grade level and graduation cohort to identify student groups requiring additional support. Average Daily Attendance (ADA) Monitor schoolwide, grade-level, and cohort ADA at least monthly. Use weekly Attendance Success Team reviews to identify movement in student attendance: Improved | No Change | Declined . Give particular attention to students whose attendance falls below 90% and 80%. Students Trending Toward Chronic Absenteeism Track the number and percentage of students below 90% attendance and students below 80% attendance. Review consecutive absences and emerging attendance patterns weekly. Monitor whether the number of students in these early-warning groups decreases over each four-week PDSA cycle. Tier II and Tier III Intervention Effectiveness Track identified students receiving Tier II/III attendance interventions, including the identified barrier, intervention, owner, family contact, implementation date, and review date. Measure student attendance before and after intervention to determine whether the intervention resulted in improvement. Document intervention implementation and progress monitoring in Panorama Student Success Platform.

	Family Engagement and Outreach Track the number and percentage of priority families successfully contacted, including method of contact and outcome. Monitor completion of student/family conferences, attendance plans, SLPs, letters, home visits, and referrals to community resources as appropriate. Document the specific attendance barrier identified through family/student engagement, rather than documenting contact alone. Attendance Data Accuracy and Follow-Through Monitor timely and accurate daily teacher attendance entry. Review the Consecutive Absence Report and applicable Infinite Campus Data Cleansing Reports, including Reports 12, 37, 63, and 112. Track resolution of no-show, enrollment, cohort, and attendance-record discrepancies. Student Belonging and Engagement Use available student climate/belonging data and Student Learning Plan information to monitor whether students receiving attendance interventions demonstrate increased school connectedness and engagement. Cross-reference attendance improvement with identified climate, behavior, and social-emotional supports when appropriate.
EQUITY CONSIDERATIONS	