SY 2026-2027 School Performance Plan

School Name 239-Benjamin Franklin High School at Masonville Cove **Principal Name:** Heather Bradley

School's Mission:	School's Vision:
Our Mission is to be a high-performing school where every student is engaged, inspired, and supported through personalized learning, rigorous instruction, and strong relationships, fostering personal growth and empowering them to thrive in an ever-changing society.	Our Vision is to engage and inspire every student with a tailored education that fosters personal growth and that prepares them for enduring success that will impact society for positive change.

School Name 239-Benjamin Franklin High School at Masonville Cove **Principal Name:** Heather Bradley

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)	7.9%	18.2%	9.6%	15.5%	12.6%
MCAP ELA Avg Performance Level (Growth)	1.76	2.04	1.86	1.92	1.90

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?	The evidence to support Strategies 1 and 4 as we are making progress toward the SPP goal, we will monitor: ODELL curriculum section diagnostic data to establish baseline performance and identify priority standards and skills. ODELL culminating tasks to measure student growth and mastery following Tier I instruction and corrective instructional responses. MCAP-style modeling and reasoning questions to monitor students' ability to analyze, explain, support, and defend their thinking using evidence. Grade norming using common writing rubrics and student writing samples to establish consistent expectations for proficiency and analyze trends in student writing. Writing Revolution strategies to support consistent structures for developing students' written responses, reasoning, and use of evidence. 9-week literacy data-cycle trends to monitor student progress and determine whether instructional adjustments are improving outcomes. A backwards-mapped progress-monitoring calendar identifying when diagnostics, student writing, culminating tasks, grade norming, and PDSA checks will be reviewed. Instructional walks, observation, and weekly collaborative planning
EQUITY CONSIDERATIONS	

School Name 239-Benjamin Franklin High School at Masonville Cove **Principal Name:** Heather Bradley

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%	<=5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.34	1.40	1.25	1.39	1.35

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	The evidence to support Strategies 1, 2, and 4 as we are making progress toward the SPP goal, we will monitor:

making progress toward your SPP goal?	Reveal Curriculum assessment data to monitor student performance on grade-level standards and identify skills requiring additional instructional support. EOM assessments to measure student mastery and growth across the instructional cycle. MCAP-style modeling and reasoning questions to measure students' ability to explain their mathematical thinking, justify solutions, and support reasoning with mathematical evidence. Constructed responses to monitor students' ability to communicate and defend mathematical reasoning in writing. Grade norming using common rubrics and student writing samples to establish consistent expectations for mathematical explanations and written reasoning. Writing Revolution strategies to strengthen students' ability to construct clear, complete, evidence-based mathematical explanations. 9-week data-cycle trends to determine whether Tier I instruction, reteaching, and corrective instructional responses are producing student growth. A backwards-mapped progress-monitoring calendar identifying when Reveal assessments, constructed responses, EOM assessments, grade norming, and PDSA checks will be reviewed. Instructional walks, observation, and weekly collaborative planning
EQUITY CONSIDERATIONS	

School Name 239-Benjamin Franklin High School at Masonville Cove **Principal Name:** Heather Bradley

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	47.3%	54.1%	54.1%	52.1%	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?	The evidence to support Strategies 1 and 2 as we are making progress toward the SPP goal, we will monitor: On-Track-to-Graduation (OTG) Dashboard data to monitor the percentage and number of students who are on-track and off-track for graduation by cohort. 4-Year Graduation Plans/MYAPs to monitor whether students are appropriately scheduled and progressing toward required credits, assessments, and Service-Learning Hours. Quarterly credit attainment to identify students who are earning required credits and students developing credit deficiencies. Progress report and gradebook data to identify students at risk of course failure early enough to provide intervention before credit is lost. 9th- and 10th-grade On-Track data to monitor whether students in earlier cohorts are accumulating the credits necessary to remain on pace for graduation. 12th-grade tracking to monitor completion of outstanding graduation requirements and identify barriers preventing students from graduating on time. Intervention data to monitor students receiving supports such as Tier I instructional support, coach class, credit recovery, or other individualized interventions and determine whether those supports are moving students back on track. PDSA data cycles to regularly review cohort and student-level progress, evaluate the effectiveness of interventions, and determine the next instructional or student-support response. Collaborative Planning Data Dashboard- Student Review and On-going progress
EQUITY CONSIDERATIONS	

School Name 239-Benjamin Franklin High School at Masonville Cove **Principal Name:** Heather Bradley

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	81.8%	79.8%	73.2%	80.7%	62.9%

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?	The evidence to support Strategies 1 and 2 as we are making progress toward the SPP goal, we will monitor: Weekly attendance rate and chronic absenteeism data to identify schoolwide trends and determine whether attendance is improving over time. Attendance trends by cohort (9th, 10th, 11th, and 12th grade) to identify which cohorts are demonstrating improvement and which require additional support. No-Show Student List and consecutive absence data to identify students who have not reported to school or have developed significant patterns of absence and require immediate outreach. Attendance Team student-level reviews to identify priority students, barriers to attendance, previous interventions, and the next appropriate action. Family contact and due diligence documentation, including phone calls, attendance letters, conferences, and home visits, to monitor whether identified students and families are being successfully re-engaged. Intervention follow-up data to determine whether attendance improved after a student received a targeted intervention or support. Early-warning attendance data to identify students beginning to develop patterns of absenteeism before they become chronically absent. PDSA attendance cycles to compare attendance data before and after interventions and determine which strategies should be continued, adjusted, or discontinued. Partnership with the Center of Restorative Change through University of Maryland School of Social Work to support lever 3 of creating environments to promote support behavior approaches and nurturing relationships with United way and Benjamin Franklin
EQUITY CONSIDERATIONS	