SY 2026-2027 School Performance Plan

School Name 205-Woodhome Elementary/Middle School **Principal Name:** Monique R. Harding

School's Mission:	School's Vision:
Woodhome will implement a rigorous academic program in a learning environment that sets high expectations for all stakeholders and where all community members have a voice and work collaboratively.	Woodhome strives to develop an engaging and nurturing learning environment for students that create academically, socially and culturally proficient students that are College and Career ready!

School Name 205-Woodhome Elementary/Middle School **Principal Name:** Monique R. Harding

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)	16.9%	28.3%	28.4%	30.1%	32.7%
MCAP ELA Avg Performance Level (Growth)	1.96	2.12	2.12	2.16	2.17

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 SPP literacy goal will be measured through multiple data sources collected and analyzed within 9-week literacy data cycles and PDSA cycles. The purpose will be to determine not only whether students are improving, but whether the identified instructional strategies are contributing to that improvement. The following specific data points will be monitored: 1. DIBELS and Diagnostic Literacy Data: Percentage of students moving from Well Below/Below Benchmark to At/Above Benchmark; percentage meeting or exceeding expected growth from BOY to MOY and MOY to EOY; growth in specific foundational literacy skills; and DIBELS progress-monitoring results collected approximately every six weeks. Data will be disaggregated by grade, classroom, student group, and intervention status to identify patterns and determine where additional support is needed. 2. Fundations K–3 Data: Percentage of students demonstrating 80% or greater proficiency on Fundations assessments; number and percentage of students requiring reteaching; student performance following reteaching and reassessment; and growth in targeted foundational skills such as phonemic awareness, phonics, decoding, word recognition, and fluency. Particular attention will be given to whether students who initially score below 80% demonstrate mastery after targeted reteaching. 3. Tier I/HQIM Implementation Evidence: Data from instructional walks, observations, and collaborative planning will measure the percentage of classrooms demonstrating consistent implementation of HQIM, explicit literacy instruction, purposeful questioning, student discourse, checks for understanding, differentiated small-group instruction, and opportunities for students to independently apply their learning. Trends will be monitored across instructional cycles to determine whether professional learning and coaching are resulting in improved classroom practice. 4. Tier II/Tier III Intervention Data: Percentage of identified students receiving the appropriate district-approved intervention with fidelity; frequency and duration of intervention; student growth on intervention-specific progress-monitoring measures; and the number and percentage of students who exit, continue, or require intensified intervention based on their response. Intervention implementation and progress-monitoring evidence will be documented in Panorama Student Success. 5. Student Writing and Constructed-Response Data: Frequency of meaningful writing opportunities across content areas; percentage of students demonstrating proficiency on common writing tasks and constructed responses; growth in students' ability to state a clear response, use relevant text evidence, explain their reasoning, and demonstrate appropriate sentence structure and conventions;

	and improvement in student writing across successive data cycles. Student work will be regularly analyzed during collaborative planning and PLCs to determine instructional next steps. 6. Curriculum-Based and Common Assessment Data: Percentage of students meeting identified standards and learning targets on unit/module assessments, Focusing Question Tasks, formative assessments, exit tickets, and other curriculum-based measures. Teams will compare performance before and after reteaching to determine whether instructional adjustments resulted in increased mastery. 7. MCAP and English Language Proficiency Data: Interim and summative performance will be reviewed for evidence of progress toward grade-level literacy expectations. For Multilingual Learners, English Language Proficiency data will also be analyzed to determine growth in language development and students' increasing ability to access, discuss, read, and write about grade-level content. 8. PDSA, Collaborative Planning, and Professional Learning Evidence: Bi-weekly data meetings will document identified skill gaps, students requiring additional support, instructional strategies implemented, and subsequent student outcomes. Evidence from instructional walks, coaching cycles, observations, collaborative planning, and student work will be used to determine whether professional learning is translating into changes in teacher practice and improved student performance.
EQUITY CONSIDERATIONS	

School Name 205-Woodhome Elementary/Middle School **Principal Name:** Monique R. Harding

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%	5.9%	5.9%	8.1%	13.6%
MCAP Math Avg Performance Level (Growth)	1.46	1.52	1.55	1.62	1.74
i-Ready Math K-2 % On or Above Grade Level (K-2 schools only)					

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 making progress toward your SPP goal?	Evidence and Measures of Progress Toward the Mathematics SPP Goal Progress toward the SPP mathematics goal will be measured through multiple sources of quantitative and qualitative data collected and analyzed through 9-week data cycles, PDSA cycles, instructional walks, collaborative planning, formative and summative assessments, and intervention progress monitoring. Data will be reviewed regularly to determine whether instructional strategies are accelerating student achievement, strengthening Tier I mathematics instruction, and improving the fidelity of HQIM implementation. 1. Student Performance on Unit/Module Assessments Student mastery of priority mathematical concepts and standards will be monitored at the conclusion of each unit/module. In K–2, data will measure students' mastery of number sense concepts, including counting, composing and decomposing numbers, place value, and addition/subtraction fluency. In Grades 3–5, data will measure proficiency in multiplicative and fractional reasoning, including multiplication, division, fraction concepts, and operations. In Grades 6–8, data will measure proficiency in proportional reasoning, including ratios, rates, percentages, and related problem-solving. Readiness Diagnostic results will be compared with end-of-unit/module assessment results to determine student growth, mastery, and remaining learning gaps. 2. Progress Monitoring and PDSA Data Daily and weekly formative assessments, exit tickets, student work, and checks for understanding will be used to monitor student mastery throughout each instructional cycle. Teams will analyze the percentage of students meeting identified unit/module learning targets and measure growth from one 9-week data cycle to the next. PDSA documentation will capture identified needs, planned instructional responses, implementation of action steps, evidence of impact, and resulting student outcomes. When students are not demonstrating expected progress, teams will use the data to make timely instructional adjustments and monitor the effectiveness of those changes. 3. Tier I Instruction and HQIM Implementation Evidence Cyclical instructional walks and classroom observations will be used to monitor the quality and consistency of Tier I mathematics instruction. Evidence will include implementation of Reveal Math, curriculum and lesson internalization, purposeful mathematical questioning, student discourse, checks for understanding, and opportunities for students to engage in mathematical reasoning and productive struggle. The percentage of observed classrooms demonstrating established mathematics instructional expectations will be monitored over time. Collaborative planning evidence will also be reviewed to determine whether teachers are consistently using the Reveal Math Unit and Lesson

	Planning Protocols and intentionally planning questions and student discourse opportunities. 4. Small-Group, Personalized Learning, and Intervention Data Data will be used to determine whether students requiring additional support are receiving appropriately targeted instruction and intervention with fidelity. Measures will include the percentage of identified students receiving planned Tier II/Tier III interventions, growth on targeted skills, and completion and performance data from differentiated resources such as Take Another Look, Spiral Reviews, Additional Practice, and Extension Activities. ALEKS/ALEKS Adventures mastery and progress data will be reviewed for applicable grades. Intervention progress-monitoring data will be documented in Panorama Student Success and used to determine the number and percentage of students who should exit, continue, or receive intensified intervention based on their response to support. 5. Writing in Mathematics and Constructed-Response Evidence Student work will be analyzed to determine students' ability to communicate and justify their mathematical thinking. Data will include the frequency of opportunities for students to explain their reasoning in writing and the percentage of constructed responses demonstrating accurate mathematical reasoning, appropriate representations or models, and complete explanations. Student performance on constructed-response tasks will be monitored across successive data cycles to determine growth. Evidence of Writing Revolution strategies will also be reviewed to determine how effectively students are being supported in developing clear and complete mathematical explanations. 6. i-Ready BOY, MOY, and EOY Data i-Ready diagnostic data will serve as an additional measure of student growth and progress toward grade-level expectations. Data analysis will include the percentage of students meeting or exceeding expected growth from BOY to MOY and MOY to EOY, changes in performance across relevant mathematical domains, and the percentage of students moving toward or reaching grade-level placement. Data will also be used to identify students requiring targeted intervention, acceleration, or enrichment and to determine whether those supports are producing measurable growth. 7. Collaborative Planning and Professional Learning Evidence Implementation evidence will include the frequency and quality of bi-weekly data meetings, completion of the established data-based decision-making protocol, documentation of identified student skill gaps, and the instructional responses and follow-up actions developed by teams. Professional learning will be aligned to trends identified through instructional walks, classroom

	observations, student work, and assessment data. Leadership will monitor completion of identified action steps and examine subsequent student performance to determine whether changes in teacher practice are positively affecting student outcomes. Overall Evidence of Progress Progress toward the SPP goal will be demonstrated through increased student mastery on unit/module assessments, improved formative and constructed-response performance, measurable growth on i-Ready and intervention assessments, increased fidelity of Reveal Math implementation, and documented improvements in Tier I mathematics instruction. Data will be triangulated across student assessments, student work, classroom observations, intervention data, collaborative planning, and PDSA cycles to determine whether implemented strategies are producing measurable improvements in student achievement. Most importantly, the evidence will be used not only to document progress, but to inform timely instructional decisions—identifying what is working, determining where gaps remain, adjusting instruction and intervention, and monitoring whether those adjustments result in improved student outcomes.
EQUITY CONSIDERATIONS	Additional considerations will be given to students with Special Needs, GAL, and Multilingual Learners.

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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	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?	To determine whether our literacy strategies are making progress toward our SPP goal, we will use DIBELS benchmark and progress-monitoring data as our primary evidence of impact. We will not simply look at whether students were assessed; we will look for measurable movement in student performance and determine whether our instructional response is working. Specifically, we will monitor: • Movement across DIBELS performance levels: We will track the number and percentage of students moving from Well Below Benchmark ? Below Benchmark ? At Benchmark ? Above Benchmark, with particular attention to reducing the number of students in the Well Below category and increasing the percentage of students At or Above Benchmark. • Individual student growth on DIBELS measures: We will monitor students' growth in their identified foundational literacy skill areas to determine whether targeted Tier I instruction, small groups, and interventions are closing specific skill gaps. • Progress of students receiving intervention: Students receiving targeted Tier II/III support will be progress monitored regularly to determine whether they are responding to the intervention. We will look for evidence of accelerated growth rather than simply participation in intervention. • Grade-level and classroom trends: We will review DIBELS data by grade level and classroom to identify where students are demonstrating growth, where gaps remain, and where instructional support or intervention may need to be strengthened. • BOY-to-MOY-to-EOY growth: We will compare benchmark data across assessment windows to determine whether we are increasing the percentage of students At or Above Benchmark and decreasing the percentage Below or Well Below Benchmark. This evidence will be reviewed during collaborative planning, data meetings, and our 9-week/PDSA cycles. Our key question will remain: Are our students responding to what we are doing, and what is the evidence? When the data shows that students are not making the expected progress, we will reteach, regroup, adjust the instructional strategy or intervention intensity, and progress monitor again. Ultimately, our evidence of success will be more students demonstrating measurable growth in foundational literacy skills and moving toward or reaching grade-level benchmark expectations.
EQUITY CONSIDERATIONS	

School Name 205-Woodhome Elementary/Middle School Principal Name: Monique R. Harding

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	52.0%	44.1%	34.9%	29.0%	19.4%

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?	To determine whether our attendance strategies are making progress toward our SPP goal, we will consistently review Infinite Campus and Panorama attendance data through weekly Attendance Team reviews, monthly monitoring, and four-week PDSA cycles. Our focus will be on whether our strategies are actually improving individual student attendance and reducing chronic absenteeism schoolwide. We will monitor: • Schoolwide chronic absenteeism rate and progress toward the SY2026–27 target of 32.2%. • Number and percentage of students who are chronically absent and changes in this number throughout the year. • Students approaching the chronic absenteeism threshold, allowing the Attendance Team to intervene before attendance concerns become chronic. • Daily attendance rates and individual student attendance patterns, including consecutive absences and repeated patterns of absence. • Attendance of students receiving targeted supports, comparing attendance before and after implementation of SLPs, family outreach, home visits, check-ins, and Tier II/III interventions. • Four-week PDSA data, specifically whether students identified for intervention demonstrate improved attendance during each cycle. • Attendance by grade level and student group to identify trends, areas of concern, and groups requiring additional support. • Family engagement data, including successful contacts, attendance conferences, home visits, and documented two-way communication with families. • Intervention implementation and effectiveness, including whether identified supports are being implemented consistently and whether they are producing measurable changes in student attendance. • Student connectedness and belonging indicators, particularly for students receiving behavioral, social-emotional, or attendance supports. During each data review, our team will ask: Are the students receiving support attending school more

	consistently, and what evidence shows that our strategy is working? If the data does not show improvement, we will use the PDSA process to identify what needs to change, adjust or intensify the intervention, and continue monitoring. Ultimately, our evidence of progress will be fewer students becoming chronically absent, improved attendance among students receiving targeted interventions, stronger family engagement and student connectedness, and continued progress toward our SPP chronic absenteeism target
EQUITY CONSIDERATIONS	