SY 2026-2027 School Performance Plan

School Name 229-Holabird Elementary/Middle School **Principal Name:** Stephanie Novak

School's Mission:	School's Vision:
Mission: Excellent education for every scholar to prepare them for high school and beyond through focusing on meeting the needs of the whole child, including rigorous and engaging academics and social emotional learning.	Vision: Holabird Academy, in partnership with the community, will prepare all students to be productive 21st century citizens by embracing all aspects of student achievement. Through building character, creating strong communities, and developing academic and leadership skills, Holabird Academy will prepare all students to be successful in the high school of their choice and beyond.

School Name 229-Holabird Elementary/Middle School **Principal Name:** Stephanie Novak

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)	20.8%	28.4%	27.6%	24.0%	29.0%
MCAP ELA Avg Performance Level (Growth)	1.92	2.11	2.06	2.03	2.08

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?	How We Will Monitor Literacy Growth Throughout the Year: Multiple Measures of Student Progress DIBELS 8th Edition: Progress monitoring for targeted students every 2–3 weeks, as well as full BOY, MOY, and EOY diagnostics for all students. Fundations Unit Assessments: Track foundational skill mastery at the K–3 level. Wit & Wisdom End of Module Assessments: Monitor comprehension, vocabulary, and content knowledge across grade levels. Student Writing Samples: Regular collection and analysis of student writing using the Writing Revolution strategies and schoolwide writing rubrics. Collaborative Monitoring Structures APT (Academic Planning Teams): Teachers will analyze literacy data during weekly team meetings to identify trends, strengths, and gaps. ILT/Leadership Review: ILT will review BOY, MOY, and EOY data, progress monitoring reports, and classroom evidence to make schoolwide instructional adjustments. Small Group Instruction Adjustments: Teachers will use ongoing data to regroup students, provide targeted interventions, and adjust instructional strategies in real time. Implementation Expectation Teachers and teams will monitor and adjust instruction based on multiple data points. Progress will be documented in lesson plans, APT protocols, and coaching/feedback cycles. Data will be used not only to track growth but also to inform next steps in instruction, intervention, and enrichment.
EQUITY CONSIDERATIONS	Holabird Academy will maintain an intentional focus on equity by ensuring that all scholars, particularly Multilingual Learners (MLs/ELD), Students with Disabilities (SWD), and scholars performing below grade level, have access to rigorous, grade-level curriculum and targeted supports necessary for success. DIBELS progress monitoring and diagnostic data will be analyzed at BOY, MOY, and EOY, with ongoing progress monitoring used to identify needs, adjust instruction, and determine appropriate interventions and small-group supports. Equity will be considered not only through student outcomes, but also through access and opportunity. APT, ILT, and small-group monitoring structures will be used to examine which scholars are receiving grade-level instruction, targeted small-group support, and appropriate scaffolds. Teams will intentionally analyze opportunity gaps and ensure that MLs, SWD, and other historically underserved scholars are represented in data conversations and instructional decision-making rather than focusing solely on aggregate performance.

	The Writing Revolution will be used across content areas to strengthen reading, writing, speaking, and listening and provide scholars with consistent strategies for accessing and communicating complex ideas. Through collaborative data analysis, teams will continually examine who is making progress, who is not yet making expected progress, who has access to high-quality small-group instruction, and whether instructional practices and resources are producing equitable opportunities and outcomes for all scholars.

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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%	8.0%	<=5%	5.7%	8.7%
MCAP Math Avg Performance Level (Growth)	1.44	1.51	1.50	1.49	1.64

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	Monitoring Data-Driven Approaches 1. Purposeful Planning

making progress toward your SPP goal?	Planning Protocols: Leadership and coaches will monitor whether grade-level teams are using the Unit and Lesson Planning Protocols by reviewing weekly planning documents and spot-checking lesson internalization agendas. Instructional Block Fidelity: Instructional walkthroughs (using a math block look-for tool) will monitor whether small group and personalized learning time are consistently embedded in daily instruction. Student Discourse: During walkthroughs and observations, leaders will specifically note the quality and frequency of planned mathematical questioning and student talk. 2. Data Cycles (PDSA) Team Structures: Principals/APs will verify that grade-band teams meet regularly (e.g., weekly at 3 pm) through standing agendas, minutes, and attendance. Metrics by Grade Band: ILT will track growth by metric (e.g., K–2 number sense, 3–5 multiplicative reasoning, 6–8 proportional reasoning, HS algebraic reasoning) using assessment data and progress monitoring tools. Progress Monitoring Calendar: A math data calendar will be created at the start of the year. Leaders will check fidelity to this calendar by monitoring that unit/module data reviews occur on time. Instructional Walks: Leadership team will implement cyclical instructional walks aligned to each data cycle, using consistent observation tools. Data from these walks will be brought back to APT/PLC. Action Plans: At the conclusion of each cycle, teams will generate action plans (reteaching, reassessment, extension). Leadership will collect and review these for follow-through. 3. Small Group & Personalized Learning Student Grouping: Teachers will maintain small group rosters aligned to current data; leaders and coaches will review these during planning meetings. Instructional Materials: Leaders will monitor that groups use differentiated Reveal Math resources (Take Another Look, Spiral Review, ALEKs, Extension Activities) rather than generic worksheets. Personalized Learning: ALEKs usage data and student progress will be reviewed bi-weekly to ensure students are logging in consistently and advancing through objectives. 4. Elevating Writing in Math Frequency: Leadership and coaches will monitor lesson plans to confirm that students have multiple weekly opportunities to write in math (constructed responses, justifications, models). Quality of Feedback: During PLCs/APTs, teachers will analyze student work and leaders will monitor that feedback is actionable and emphasizes reasoning/modeling, not just correctness. Student Work Protocols: Use student work analysis protocols at least once per data cycle; leadership collects artifacts (annotated student work, feedback samples).

	5. Math Data Calendar (Scope & Sequence) A schoolwide math data calendar (K-8 and HS) will be finalized at the start of the year. The calendar will include: assessment windows, unit/module endpoints, data cycle dates, PLC/APT meetings, and reteach/reassess checkpoints. Leadership team will monitor adherence to the calendar through ILT and provide course-corrections when timelines slip.
EQUITY CONSIDERATIONS	Holabird Academy will maintain an intentional focus on equity in mathematics by ensuring that all scholars, particularly Multilingual Learners (MLs/ELD) and Students with Disabilities (SWD), have consistent access to rigorous, grade-level core mathematics instruction with appropriate scaffolds and supports. Student performance and progress-monitoring data will be used to identify opportunity gaps and ensure that intervention does not unintentionally limit access to grade-level content. All scholars will have access to high-quality, data-driven small-group instruction with the teacher, with groups developed and adjusted based on demonstrated student needs and progress. Teams will monitor not only which scholars require additional support, but also which scholars are receiving direct teacher instruction and opportunities to engage in rigorous mathematical thinking. Writing and discourse in mathematics will be intentionally supported so that all scholars can explain their reasoning, justify solutions, and communicate mathematical understanding. Sentence frames, word banks, modeled responses, vocabulary supports, and other scaffolds will provide access to mathematical reasoning without reducing the rigor of the task. Personalized learning programs, including ALEKS and other digital resources, will be monitored for both participation and impact. Teams will examine whether scholars are demonstrating growth and mastery rather than simply accumulating minutes or completing activities. Digital programs will supplement—not replace—high-quality teacher-led instruction, mathematical discourse, small-group instruction, and meaningful teacher-student interaction.

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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?	Data to Monitor for Goal Progress K–5 Literacy (DIBELS) % of students "At or Above Benchmark" on DIBELS Composite Assessment Windows: BOY, MOY, EOY, with progress monitoring every 2–3 weeks for students below benchmark. Additional Sources: Fundations unit assessments (phonics/decoding skills) Wit & Wisdom end-of-module assessments (comprehension, vocabulary, writing) Student writing samples (measured for fluency, reasoning, and writing-to-learn strategies) Monitoring Structure: Review data in APTs and literacy PLCs to adjust small group instruction and interventions. Grades 6–8 (GPA & On-Track Indicators) Primary Metric: % of students with GPA < 2.0 (target: reduce over time) Progress Monitoring: Weekly grade reports by teacher/course Teacher notes, empathy interviews, and SLP (Student Learning Plan) updates Attendance and behavior data (as predictors of GPA trends) Data Cycle Process (adapted from HS PDSA): Teams meet weekly (e.g., Thursdays at 3 pm) Analyze GPA data alongside course-specific assessments (especially math & ELA benchmarks) Create and monitor intervention/action plans (tutoring, small group supports, family communication) Annual Checkpoints: Use MSDE Report Card and district dashboards to validate progress.
EQUITY CONSIDERATIONS	Holabird Academy will maintain an intentional focus on equity when monitoring GPA and on-track-to-graduation data for students in grades 6–8. Early warning systems will be used to identify scholars at risk of falling below a 2.0 GPA, with data reviewed across student groups to ensure that interventions such as tutoring, mentoring, academic recovery, and individualized supports are equitably distributed. Supports will not be limited to students whose families are more readily able to advocate for or access additional resources. Teams will also examine grading practices for consistency and potential opportunity gaps, including whether particular groups of scholars are disproportionately receiving failing grades or being negatively impacted by subjective measures such as participation. Gradebook monitoring, common expectations, reassessment opportunities, and collaborative data conversations will support greater consistency across classrooms.

	Student voice will be incorporated into GPA monitoring through empathy interviews, Student Learning Plans (SLPs), conferences, and individual check-ins. Scholars will have opportunities to identify barriers affecting their academic success, reflect on their own data, establish goals, and participate in designing the supports they need. GPA monitoring will therefore focus not only on identifying students who are off track, but also on understanding why they are off track and ensuring each scholar has equitable access to the resources, relationships, and interventions necessary to succeed.

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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	43.9%	42.3%	40.1%	36.7%	34.1%

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?	Monitoring Progress of Attendance Data Cycles (PDSA) a. Establish Attendance Teams & Weekly Schedules What to Monitor: Are meetings happening consistently? Is there an agenda and documentation? How to Monitor: Leadership collects attendance team agendas/minutes weekly. ILT reviews once per month. Impact Check: Attendance team meetings should generate clear next steps for individual students and schoolwide patterns. b. Data Quality What to Monitor: Accuracy of attendance entry in Infinite Campus. How to Monitor: Run Data Cleansing Reports weekly; track % of errors corrected. Impact Check: Reduction in discrepancies between teacher-reported attendance and official entry. c. Attendance Trends What to Monitor: Schoolwide trends (overall attendance %, chronic absenteeism rates, subgroup breakdowns). How to Monitor: Review Climate 2.0 dashboard weekly in attendance team; disaggregate by grade, subgroup, and homeroom. Impact Check: Reduction in students at risk of chronic absenteeism; improved subgroup equity in attendance. d. Targeted Student Interventions What to Monitor: Interventions logged in SLPs, with notes on root causes (transportation, health, family, engagement).

	How to Monitor: Weekly student tracker review in attendance team; verify interventions implemented as planned. Impact Check: Track % of targeted students showing improved attendance after intervention; adjust or escalate if no improvement.
EQUITY CONSIDERATIONS	Holabird Academy will maintain an intentional focus on equity when monitoring and responding to student attendance. Attendance and chronic absenteeism data will be disaggregated by race/ethnicity, language status, disability, economic status, grade level, and other relevant student groups to identify patterns and potential disparities. Teams will look beyond excused and unexcused absence labels to understand the underlying barriers affecting attendance, including transportation, housing instability, health needs, family responsibilities, and student engagement. Family outreach will be culturally responsive, strengths-based, and provided in families' home languages whenever possible. The goal of communication will be to build trusting partnerships with families, understand barriers, and collaboratively identify solutions rather than assign blame. Attendance interventions, including mentoring, incentives, check-ins, family conferences, home visits, and connections to Community School and other resources, will be monitored to ensure equitable access and distribution. Holabird will prioritize early, supportive interventions over punitive responses, particularly for scholars experiencing systemic or family barriers to regular attendance. Attendance data will be reviewed alongside intervention data to determine not only which scholars are chronically absent, but also which scholars are receiving support, whether those supports are addressing identified barriers, and whether interventions are resulting in improved attendance.