SY 2026-2027 School Performance Plan

School Name 88-Wildwood Elementary/Middle School **Principal Name:** Tanyaneka Lipscomb

School's Mission:	School's Vision:
We are creating opportunities for future generations to succeed in a global society by nurturing, engaging, and empowering our students, families and community for lifelong success.	To empower the whole child through rigorous and effective instructional practices, student engagement, and on-going school-wide collaboration that is student centered and goal oriented.

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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)	6.3%	12.3%	19.5%	22.8%	21.3%
MCAP ELA Avg Performance Level (Growth)	1.68	1.79	1.91	2.00	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?	Grade level teams will analyze all informal and formal data, using Amplify, i-Ready, and Fundations Unit Assessments. Teacher teams will also consistently analyze student work by looking at all Wit & Wisdom assessments which are New-Read Assessments, Focusing Question Tasks, daily Checks for Understanding and the End of Module Tasks using the rubric to identify students who met the demands of the task, partially met the task, and students who did not meet the demands of the task to determine implications for instruction.
EQUITY CONSIDERATIONS	It is essential that teachers are providing tailored support equally to all students on all instructional grade levels.

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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%	7.9%	17.9%	9.3%
MCAP Math Avg Performance Level (Growth)	1.32	1.32	1.50	1.76	1.58

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	MCAP data will determine our progress towards our SPP goal. i-Ready BOY, MOY, EOY (Grades K-2 only) data will be monitored and analyzed to assess progress towards the goal. Acaletics data (Grades

making progress toward your SPP goal?	3-5) will be monitored and analyzed to determine the growth students are making towards goals. Aleks data will also be monitored to assess student progress as well. The ILT and grade-level teams will utilize the Data Protocol to gauge school-wide progress toward the goal. Tracking assessment completion aligned to the Math Assessment Calendar.
EQUITY CONSIDERATIONS	It is essential that teachers are providing tailored support equally to all students on all instructional math levels.

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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?	Analyze Dibels benchmark and progress monitoring data with ILT and grade level teams. Analyze Fundations Unit assessments K-3 and discuss during ILT and grade level team meetings. Monitor completion rates of Fundations Unit assessments to ensure all students have a score and data to plan instructional next steps. Grades 6–8 will use the 2.0+ Academic Success Plan and Early Warning System to monitor student progress toward maintaining a GPA of 2.0 or higher. The middle school team will analyze GPA, quarterly core course failures, D/F rates, attendance, missing assignments, and Early Warning Indicator data during weekly case-management meetings and recurring PDSA data cycles. Students identified with a GPA below 2.0 or demonstrating academic risk will receive targeted supports, including weekly case-manager check-ins, individualized academic goals, family communication, and progress monitoring. The team will review movement between GPA performance zones, including the number of students moving from below 2.0 to 2.0 or higher, and use the findings to adjust instructional and student supports throughout the school year.
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	64.9%	49.6%	37.2%	38.0%	33.3%

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. Establish Regular Check-ins for Attendance: Evidence: -Communication logs or meeting notes that show regular outreach to students and families. -Reports detailing how many students were reached, how many returned to school, and how many complied with immunization requirements after outreach. -A comparison of attendance rates for chronically absent students before and after the outreach efforts. 2. Identify Members of Attendance Team and Establish Weekly Meetings: Evidence: -Meeting agendas and minutes from the weekly attendance team discussions. -Records of attendance trends discussed during these meetings. -Progress reports showing the actions taken as a result of these meetings and their impact on reducing chronic absenteeism. 3. Create Accurate Attendance Protocols for Teachers: Evidence: -Reports from Infinite Campus showing improved accuracy in attendance reporting. -Audit logs of attendance submissions by teachers, showing timely and accurate data entries. -Feedback from teachers on the ease of use of the protocols, as well as reduced errors in reporting. 4.Create Clear Absence Protocols for Families and Communicate Them: Evidence: -Documentation of protocols shared with families (e.g., emails, pamphlets, presentations from Backto-School night). -Family engagement surveys showing understanding of the absence policies. -A decline in unexcused absences after communication efforts, compared to previous school years. 5. Identify School-Specific Community Partners and Resources: Evidence: -Partnership agreements or records of collaboration with community organizations. -Data from partner interventions showing improvements in student attendance or other related

	metrics. -Feedback from community partners on how effectively the partnership is supporting student attendance goals.
EQUITY CONSIDERATIONS	