SY 2026-2027 School Performance Plan

School Name 37-Harford Heights Elementary School **Principal Name:** Carnell Woodland

School's Mission:	School's Vision:
We believe that all of our students can achieve academic excellence and it is our responsibility to see that they reach their maximum potential.	Our attitude is that ALL students matter. Our approach is that contribution from ALL team members matter. Our mindset is that ALL actions we take matter. When we ALL give our best in every single moment, the possibilities are limitless. That is 100% for 100%!

State School Improvement Status:

School Name 37-Harford Heights Elementary School **Principal Name:** Carnell Woodland

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 (4-yr change)**
MCAP ELA Proficiency (Achievement)	12.9%	22.6%	16.6%	24.2%	29.7%
MCAP ELA Avg Performance Level (Growth)	1.84	2.02	1.91	1.99	2.07

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?	DIBELS Composite: percentage at/above benchmark, below benchmark, and well below benchmark at BOY, MOY, EOY, and six-week progress checks. DIBELS growth: number and percentage of students moving from well below to below or benchmark. Fundations assessments: percentage of students mastering each unit or skill, with students below 80% identified for reteaching and reassessment. Amplify assessments: performance by standard on unit, comprehension, and curriculum-based assessments. Lexia Core5: percentage working at, above, or below grade level; units completed; usage; and skill progression. Writing samples: common rubric results for organization, text evidence, vocabulary, written expression, conventions, stamina, and revision. OG+ intervention: student baseline, lesson progress, fidelity, and skill growth. MCAP ELA: proficiency, scale-score change, performance-level movement, and reporting-category performance. Results will be disaggregated by grade, classroom, SWD, ML, intervention tier, and attendance. Progress will be demonstrated by an increase from the previous 58% DIBELS benchmark rate, a decrease from the previous 31% well-below rate, increased Fundations mastery following reteaching and improved curriculum-assessment performance. MCAP progress will increase.
EQUITY CONSIDERATIONS	

School Name 37-Harford Heights Elementary School Principal Name: Carnell Woodland

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%	18.7%	13.0%	22.3%	17.1%
MCAP Math Avg Performance Level (Growth)	1.51	1.79	1.66	1.94	1.83

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	i-Ready Mathematics: BOY, MOY, and EOY placement, typical growth, and domain-level results.

making progress toward your SPP goal?	Reveal Math exit tickets: percentage of students mastering each lesson standard. Reveal unit assessments: overall proficiency and performance by standard. Reteaching and reassessment: number and percentage of students demonstrating mastery after a targeted instructional response. Student work: evidence of conceptual understanding, modeling, reasoning, strategy selection, and written justification. Number Worlds: baseline assessments, skill progression, lesson completion, intervention minutes, attendance, and implementation fidelity once the program begins. MCAP Mathematics: proficiency, scale-score change, performance-level movement, and Content, Modeling, and Reasoning results. Instructional implementation: evidence of Reveal lesson internalization, small-group instruction, mathematical discourse, purposeful questioning, and use of representations. Progress will be demonstrated by increases from the current MCAP proficiency. SWD and ML students will be monitored for scale-score growth and performance-level movement even before they reach proficiency.
EQUITY CONSIDERATIONS	

School Name 37-Harford Heights Elementary School Principal Name: Carnell Woodland

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?	DIBELS Composite: percentage at/above, below, and well below benchmark. DIBELS progress-monitoring slope: whether students are growing at a rate likely to reach the next benchmark. Movement between categories: number moving from well below to below or benchmark. DIBELS subtests: phonemic awareness, decoding, word reading, accuracy, fluency, and comprehension. Intervention participation: frequency, duration, attendance, group size, and missed sessions. Intervention effectiveness: percentage meeting individual goals after each intervention cycle. Fundations, Lexia, and OG+ data: skill mastery and progress for students receiving additional support. Progress will be demonstrated by increasing the previous 58% at/above benchmark rate, reducing the previous 31% well-below rate, and maintaining stronger growth throughout the entire year.
EQUITY CONSIDERATIONS	

School Name 37-Harford Heights Elementary School Principal Name: Carnell Woodland

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	69.6%	62.9%	58.9%	45.9%	44.0%

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?	Average daily attendance: schoolwide, by grade, and by student group. Chronic absenteeism: number and percentage of students missing 10% or more of school days. Consecutive absences: students appearing on the Infinite Campus Consecutive Absence Report. Perfect attendance: number of students with weekly, monthly, or cycle-based perfect attendance. No Show/W50 data: number of students on the No Show list and the number resolved. Attendance by subgroup: SWD, ML, homeless, highly mobile, and students receiving interventions. Family outreach: number of calls, messages, letters, home visits, and successful contacts. Contact-data accuracy: number of Infinite Campus records verified or corrected. Transportation barriers: number identified, number resolved, and attendance after support. MTSS and SLP attendance plans: number developed, reviewed, and producing improvement. Behavior: office referrals, suspensions, repeated incidents, and Panorama Tier I–III supports. Climate data: student, family, and staff survey results across the district climate domains. Progress will be demonstrated by increasing attendance above the current 93% baseline, reducing chronic and consecutive absences, and maintaining or increasing the number of students with consistent attendance. The school will also monitor whether attendance improves after family

	outreach, transportation assistance, and MTSS meetings. Reductions in suspensions and office referrals, along with improved climate-survey results, will provide additional evidence of progress.
EQUITY CONSIDERATIONS	