# SY 2026-2027 School Performance Plan

**School Name** 130-Booker T. Washington Middle School **Principal Name:** Rashida Ford

| School's Mission: | School's Vision: |
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| Our school works with all stakeholders to support our students in becoming well-rounded in both Arts and academic rigor. Our school cooperatively supports parents, teachers, students, administrators, and the community to provide a safe and nurturing environment where all children can achieve their maximum potential and thus become productive members of society to pursue the pathways of their choice. | Learning Starts Here... Inspire, Transform, Celebrate. |

**School Name** 130-Booker T. Washington Middle School **Principal Name:** Rashida Ford

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: LITERACY | | | | | |
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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result** |
| MCAP ELA Proficiency (Achievement) | <=5% | 11.6% | 13.3% | 18.4% | 17.3% |
| MCAP ELA Avg Performance Level (Growth) | 1.42 | 1.79 | 1.86 | 1.91 | 1.88 |
| DIBELS K-1 PSF % At/Above (K-2 schools only) | | | | | |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach.<br><br>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.<br><br>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. |

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| | **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?** | We will monitor NewRead assessment data, FQTs, and EOM assessments to measure students' progress toward the ELA SPP goal. Oral Reading Fluency (ORF) data will also be reviewed for students enrolled in literacy intervention classes. These data points will help us identify trends, assess skill growth, and adjust instruction and interventions accordingly. |
| **EQUITY CONSIDERATIONS** | To ensure equitable access to rigorous learning opportunities, Gifted and Advanced Learner (GAL) students must be intentionally identified and supported within general education classrooms, even when designated GAL courses are not available. Instructional planning should ensure that these students consistently receive differentiated opportunities for enrichment, acceleration, and increased complexity so that all students—including those who have already demonstrated grade-level mastery—experience meaningful academic growth. |

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| **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) | 1.12 | 1.24 | 1.29 | 1.31 | 1.30 (+0.19) |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>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.<br><br>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.<br><br>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** | Math progress will be monitored through standards-level summative assessment results, ANet milestones, OGAP formative data and implementation, ALEKS growth, tutoring and Number Worlds |

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| **making progress toward your SPP goal?** | assessment data, and evidence from purposeful-planning cycles. We will also monitor GAL students' participation and performance in the MathCounts program. |
| **EQUITY CONSIDERATIONS** | Reviewing multiple data sources, including formative, summative, intervention, growth, attendance, and enrichment data, allows us to intentionally disaggregate results by student subgroup. This ensures that no group is overlooked and helps us identify disparities in access, participation, support, and academic progress. Using these findings, we can allocate resources, adjust instruction, and provide targeted interventions or enrichment so every student has equitable access to opportunities and demonstrates measurable growth. |

**School Name 130-Booker T. Washington Middle School Principal Name: Rashida Ford**

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: GRADUATION – Grad Rate / DIBELS | | | | | |
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| **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 |

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| **STRATEGY: Steps for improving student graduation outcomes** | • **K-5 DIBELS Composite % At or Above:** See Literacy strategies above.<br>• **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.<br>• **High School Graduation:**<br>1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:**<br>a. Develop school-based course offerings.<br>b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP).<br>c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates.<br>2. **Create data cycles (PDSA) to engage in consistent progress monitoring:**<br>a. Establish dedicated monitoring teams and set consistent meeting schedules:<br>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.<br>b. Identify metrics and timing:<br>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.<br>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-** |

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| | **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?** | Evidence of progress will include quarterly GPA data for students in grades 6–8, with a specific focus on reducing the percentage of students earning below a 2.0 GPA. Progress will be monitored through weekly grades, progress reports, report cards, teacher notes, Student Learning Plans, intervention participation, and student and family conferences. Data will be reviewed through consistent PDSA cycles to identify students requiring Tier I, II, or III academic support and determine whether interventions are improving performance. We will also track the number of students recognized during the quarterly Top 10 GPA Celebration to reinforce academic excellence and positive progress. |
| **EQUITY CONSIDERATIONS** | Although we met our GPA target, more than 40% of students still earned below a 2.0 GPA. Our equity approach will move beyond simply monitoring these students to providing timely, targeted action. We will disaggregate GPA data by grade level, student subgroup, course, attendance, and intervention participation to identify which students are not progressing and the barriers affecting their performance. Through regular data cycles, we will assign specific supports, monitor whether students have equitable access to those supports, and evaluate whether interventions result in measurable GPA improvement. This ensures that no student group is only identified or monitored without receiving the support needed to improve outcomes. |

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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result** |
| Chronic Absentee Rate | 83.0% | 71.4% | 69.9% | 71.4% | 44.4% |

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| **STRATEGY: Steps for improving student wholeness outcomes** | 1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:**<br>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).<br>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.<br>c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness.<br>d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance.<br>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.<br><br>2. **Engage families consistently to build school-family connections and belonging:**<br>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.<br>b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families.<br><br>3. **Create environments to promote belonging and engagement for all students:**<br>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), |

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| | meeting regularly to progress monitor Tiers I-III supports.<br>b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance.<br>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?** | Attendance will be monitored through individual daily absence counts, consecutive absences, and ADA trends at the advisory, grade, and schoolwide levels. Chronic absenteeism and Tier I, II, and III student data will be reviewed every 10 days, including patterns in excused and unexcused absences. Weekly family communications and the professional expectations tracker will also be monitored to assess outreach, staff implementation, and overall progress. |
| **EQUITY CONSIDERATIONS** | Weekly monitoring of attendance data for special populations, including students experiencing homelessness, students in foster care, students with transportation barriers, retained students, and other historically underserved groups, will help us identify barriers early and respond with appropriate support. We will disaggregate attendance data to determine whether any group is experiencing disproportionate rates of absence, chronic absenteeism, or limited access to attendance interventions. This process will ensure that supports are matched to each student's specific needs, monitored for effectiveness, and adjusted when they are not improving attendance outcomes. |