SY 2026-2027 School Performance Plan

School Name 256-Calvin M. Rodwell Elementary/Middle School **Principal Name:** Krystal Cornish

School's Mission:	School's Vision:
Our mission is to empower every scholar to become a lifelong learner and leader by embracing challenges, amplifying student voice, and developing the whole child through authentic learning and community partnership.	The Rodwell Way: Mustangs persevere, uplift others, and strive for greatness every day.

School Name 256-Calvin M. Rodwell Elementary/Middle School **Principal Name:** Krystal Cornish

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)	13.6%	18.0%	20.8%	20.0%	19.8%
MCAP ELA Avg Performance Level (Growth)	1.85	1.98	1.96	2.01	1.98

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?	Fundations End of Unit Assessment Data Focus Question Task Assessment Data End of Module Assessment Data New Reads Assessments Informal Class Visit and Formal Observations Coaching Cycles, i.e. Kickup
EQUITY CONSIDERATIONS	

School Name 256-Calvin M. Rodwell Elementary/Middle School Principal Name: Krystal Cornish

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%	5.1%	5.5%
MCAP Math Avg Performance Level (Growth)	1.38	1.38	1.44	1.43	1.43
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?	Number Worlds: Monitor the growth in prerequisite number sense and computation skills through the Number Worlds pre/post assessment scores PDSA: LASW Reveal Assessments: Unit Assessments/Aleks
EQUITY CONSIDERATIONS	

School Name 256-Calvin M. Rodwell Elementary/Middle School Principal Name: Krystal Cornish

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 Short-Term & Formative Progress: Weekly/Bi-Weekly DIBELS Progress Monitoring Probes: Tracking individual growth rates and accuracy/fluency metrics on grade-level weighted subskills (e.g., LNF, PSF, NWF-CLS, ORF) for students receiving targeted small-group intervention. Student Fluency Folder Tracker Logs: Quantitative tracking of student self-monitoring data, measuring weekly increases in Correct Words Per Minute (CWPM) and mastery of targeted phonics patterns during daily small-group instruction. Small Group Instructional Fidelity Checks: Administrative and coaching walkthrough data tracking the consistency, frequency, and alignment of Tier 1 daily small-group implementation across all classrooms. Long-Term & Summative Outcomes: MOY and EOY DIBELS Benchmark Assessments: Comparative analysis of overall Composite Scores and specific subtest benchmark levels to measure reduction in the percentage of students scoring "Well Below Benchmark" (targeting a shift from 40% Well Below down to school-wide targets). Tier Movement & Risk Status: Percentage of students moving out of Tier 3/Tier 2 risk categories into "At or Above Benchmark" status on middle-of-year and end-of-year benchmark administrations. GPAs Primary Metric: Weekly Infinite Campus administrative gradebook audit logs (% staff compliance). Secondary Metric: Weekly grade distribution reports (% of scholars with < 2.0 GPA).
EQUITY CONSIDERATIONS	DIBELS Differentiated Tier 1 Access: Utilizing daily small-group instruction ensures multilingual learners and students with IEPs receive explicit, scaffolded phonics instruction paired with visual self-monitoring tools and matched decodable texts, bypassing the limitations of rigid, whole-group pacing.

	Elimination of Tracking & Deficit Mindsets: Daily 1-minute rotational probes measure individual velocity against a student's own baseline rather than normative peer performance. Charting micro-progressions on bar graphs builds self-efficacy and shifts student focus toward mastery goals. Targeted Resource Allocation for Vulnerable Cohorts: Diagnostic subskill data ensures that instructional dosage directly addresses the specific foundational deficits of our highest-risk population—specifically the 40% of students in the "Well Below" benchmark category—without removing them from core Tier 1 instruction. GPAs Consistent Classroom Standards: Standardizes rules for missing assignments, late work, and reteach and reassess opportunities across all teachers. Early Drop Prevention: Provides real-time grade tracking that prevents sudden, unrecoverable late-quarter GPA drops. Targeted Support Access: Gives SPED, MLD, and MTSS teams immediate data for timely interventions.

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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	53.3%	54.4%	52.6%	52.8%	42.2%

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?	We will monitor weekly and monthly attendance data to measure progress toward our attendance goal. Evidence will include: 1. Daily attendance rate/ADA and trends over time 2. Chronic absenteeism rate and changes throughout the year 3. Attendance by grade level and student group to identify gaps and improvement 4. Attendance improvement among scholars receiving targeted supports, including those connected to parent/family interventions 5. Attendance trends during short instructional weeks compared to regular school weeks 6. Tardiness trends--particularly for scholars receiving targeted attendance support Progress will be reviewed regularly to determine whether targeted strategies and family support are resulting in improved student attendance.
EQUITY CONSIDERATIONS	