# SY 2026-2027 School Performance Plan

**School Name** 10-James McHenry Elementary/Middle School **Principal Name:** Denita Plain

| School's Mission: | School's Vision: |
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| The James McHenry community will develop the whole child through family engagement, community involvement, and diverse learning experiences that promote student achievement and belief in one's abilities. | James McHenry is a community focused school that develops the whole child in order to cultivate proactive and productive citizens. JM scholars are self-motivated and critical thinking visionaries who contribute to society on a global scale. |

**State School Improvement Status:** CSI

**School Name** 10-James McHenry Elementary/Middle School **Principal Name:** Denita Plain

| 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) | 18.6% | 20.9% | 24.3% | 31.3% | 42.3% |
| MCAP ELA Avg Performance Level (Growth) | 1.89 | 1.96 | 2.00 | 2.13 | 2.30 |

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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.<br><br>**5. Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning. |

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| **EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?** | We will analyze the data provided from MCLASS Progress Monitoring Assessments, Small Group Tap Plan Assessments, MCLASS Annual Assessments, FUNDations Assessments, IReady Data Monitoring, Lesson Study Protocol. Analyzing the Middle School Social Studies Assessments on Data Link as it aligns to Informational Text.<br><br>1. Establish regular literacy data cycle analysis within your academic planning and ILT meeting time. This includes analysis of DIBELS, FUNdations assessment, Lexia, unit and end of module assessments, MCAP and other formative or summative assessment identified by teacher teams.<br><br>2. Identify the literacy small group/personalized learning time for each grade level in your school. Utilize district approved adaptive personalized learning platforms to support intervention and ensure teachers are using data to arrange small groups. Admin is checking in on personsalized learning platforms to ensure use.<br><br>3. Create clear expectations for reteaching and reassessment based on data cycle analysis of formative assessments to address student needs. Supports include creating testing schedules and sharing assessment protocols with students and families.<br><br>4. Create protocols and procedures for teachers (including substitute teachers) to assess students and upload student data for analysis to appropriate data platforms.<br><br>5. Establish schedules for literacy coach/lead engagement with teachers. This should include instructional walks, observations, collaborative planning, and other classroom supports centered around data analysis and student instructional needs. |
| **EQUITY CONSIDERATIONS** | |

**School Name 10-James McHenry Elementary/Middle School Principal Name: Denita Plain**

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA:MATHEMATICS | | | | | |
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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) | 5.0% | <=5% | 5.6% | 7.9% | 20.2% |
| MCAP Math Avg Performance Level (Growth) | 1.43 | 1.35 | 1.51 | 1.63 | 1.85 (+0.43) |

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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** | BOY/MOY iReady<br>Grades K-3 Reveal Assessments |

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| **making progress toward your SPP goal?** | (School is using Roadmaps for 4-8) |
| **EQUITY CONSIDERATIONS** | |

**School Name 10-James McHenry Elementary/Middle School Principal Name: Denita Plain**

| 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?** | Monitoring Student Progress: We will use several types of data to monitor student progress and make sure our students are moving toward grade-level expectations.<br><br>Progress Monitoring: We will regularly check student progress in specific skills and use the results to guide instruction and provide additional support when needed.<br><br>Fundations Unit Assessments: We will use these assessments to check students' understanding and mastery of foundational literacy skills in the early grades.<br><br>Lexia Core5 (K–12): We will monitor student participation, skill development, and progress toward literacy goals.<br><br>MOY and EOY Assessments: We will review mid-year and end-of-year assessment results to measure overall student growth and determine progress toward grade-level standards.<br><br>Infinite Campus and EWI Dashboards: We will review grades each trimester to identify students who may be struggling and develop support plans to help them be successful.<br><br>By looking at these data points together, we will be able to identify student needs, track growth, and make adjustments to instruction and interventions as needed. This will help us stay focused on improving student outcomes and meeting our SPP goal. |
| **EQUITY CONSIDERATIONS** | |

**School Name 10-James McHenry Elementary/Middle School Principal Name: Denita Plain**

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: WHOLENESS | | | | | |
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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result (4-yr change)** |
| Chronic Absentee Rate | 63.0% | 64.1% | 63.5% | 40.4% | 42.0% |

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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 |

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| | Stakeholder Experience, Supportive Behavior Approaches, Schoolwide Norms & Routines), 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?** | The Attendance Team meets every Friday to identify students who are at risk of becoming chronically absent.<br><br>The Attendance Team and attendance monitors contact families to understand the reason for absences and provide support when needed.<br><br>Families are asked to sign an attendance contract outlining steps they will take to improve their child's attendance.<br><br>Daily and weekly attendance reports are reviewed to monitor progress towards maintaining our 92% attendance goal.<br><br>We track the number of students who are at risk of reaching chronic absenteeism and provide additional support as needed. |
| **EQUITY CONSIDERATIONS** | |