SY 2026-2027 School Performance Plan

School Name 55-Hampden Elementary/Middle School **Principal Name:** Dr. Katrina Foster

School's Mission:	School's Vision:
The mission of Hampden Elementary Middle School #55 is to develop a community of life-long leaders thdat are college and/ or career ready, who work together to ensure that every person learns something new every day and can articulate new learning and as apply their learning to ongoing life situations.	The vision of Hampden Elementary Middle School #55 is to continue a rich and challenging tradition of excellence, where every decision is made with the students' best interest in mind. We recognize the value of each student as an integral member of the school community. With a partnership of families, staff, and students, we are dedicated to making a positive and dynamic impact on our world by preparing our students for success in the 21st century.

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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)	48.6%	51.0%	53.8%	61.5%	60.3%
MCAP ELA Avg Performance Level (Growth)	2.42	2.50	2.54	2.67	2.65

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?	Instructional Walks and Observations: Walkthrough data collected using checklists during informal instructional observations to document evidence of students actively engaged in writing-to-learn, teacher scaffolding, and peer discussion around writing.Interim Assessment Data (e.g., i-Ready): Domain-specific performance data in writing and language arts to evaluate student growth on foundational skills supporting constructed responses. MCAP ELA Data: The percentage of students performing at the proficient or advanced levels on MCAP ELA constructed response items, alongside sub-score analyses focusing on "use of evidence" and "clarity of expression."
EQUITY CONSIDERATIONS	Target Subgroups: Students with Disabilities (SWD) and Economically Disadvantaged learners

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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)	28.2%	28.6%	34.6%	36.9%	34.0%
MCAP Math Avg Performance Level (Growth)	1.98	2.06	2.12	2.24	2.19

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	Math Data Calendar (Scope and Sequence): Tracking metrics across K–8 and High School. MCAP Math Proficiency (Achievement): Used to monitor the percentage of students who are proficient in

making progress toward your SPP goal?	math over time, measuring progress toward the SY2025-26 target of 42.6%. MCAP Math Avg Performance Level (Growth): Measures student growth over time, tracking progress toward the SY2025-26 target score of 2.78. i-Ready Math K-2% On or Above Grade Level: Specifically measures early foundational math progress for students in kindergarten through second grade. Progress Monitoring Calendar Metrics: Unit-level tracking aligned to developmental grade-band focal areas: K–2: Number Sense 3–5: Multiplicative Reasoning and Fractional Reasoning 6–8: Proportional Reasoning Student Work Analysis: Regular review of student work through academic planning and PLC structures to provide direct feedback that improves written responses, specifically emphasizing mathematical reasoning and modeling.
EQUITY CONSIDERATIONS	Critical Performance Gaps (Students with Disabilities): Students with Disabilities (SWD) demonstrate the most severe instructional need, with proficiency levels at 7.1% in Elementary and 2.5% in Middle School. Instruction must not relegate these students to purely procedural remediation; instead, co-teaching models and intentional scaffolding must be deployed to guarantee equitable access to grade-level core standards in Reveal Math.

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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?	DIBELS Data: The primary data point is the DIBELS Composite % At or Above. We will use benchmark assessments (beginning, middle, and end of the year) and frequent progress monitoring data to track student performance and rate of improvement.
EQUITY CONSIDERATIONS	Middle School Off-Track Risk (GPA Monitoring): The percentage of middle school students with a GPA below 2.0 (currently at 5.7%, up from 2.2%) disproportionately impacts historically marginalized subgroups, particularly Black/African American and Economically Disadvantaged students. Targeted academic monitoring must ensure these learners receive immediate coursework remediation, grade recovery opportunities, and close case management.

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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	50.8%	40.3%	32.0%	23.1%	25.9%

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?	PDSA Completion Cycles: Tracking the number of completed four-week PDSA cycles to ensure continuous progress monitoring. Weekly Attendance Team Reviews: Weekly data runs used by the attendance team to catch students trending toward chronic absenteeism. Intervention-Specific Efficacy (e.g., Home Visits): Targeted tracking following specific interventions, such as monitoring the 4-week post-visit attendance trends of students who received home visits.
EQUITY CONSIDERATIONS	Culturally Responsive & Multi-Channel Family Outreach: To resolve the root cause of inaccessible communication channels, all attendance notifications, policies, and family engagement invitations must be provided in families' home languages and through non-digital formats (including phone calls, letters, and home visits) for households lacking reliable internet or smartphone access.