SY 2026-2027 School Performance Plan

School Name 884-Eager Street Academy **Principal Name:** Molly Bloom

School's Mission:	School's Vision:
Our mission is to provide all students with equitable access to a rigorous, high-quality education that accelerates progress toward a high school diploma and post-secondary success. Through strong relationships, individualized learning plans, continuous monitoring of graduation requirements, and exposure to diverse career pathways, we support students in understanding where they are, what they need to accomplish, and how each step contributes to their future. We are committed to ensuring that every staff member actively guides students through their educational journey, helping them build the knowledge, skills, confidence, and resilience needed for success in life beyond incarceration.	To empower incarcerated youth through high-quality education, personalized support, and meaningful career exploration, ensuring every student has a clear pathway to graduation, future opportunities, and lifelong success. We envision a school where every student understands their progress, recognizes their potential, and leaves prepared to contribute positively to their communities and achieve their goals.

School Name 884-Eager Street Academy **Principal Name:** Molly Bloom

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)	16.7%	28.0%	<=5%	<=5%	17.2%
MCAP ELA Avg Performance Level (Growth)	1.80	2.22	1.95	1.78	1.86

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?	Eager Street Academy will utilize Imagine+ benchmark and diagnostic data, curriculum benchmark assessment data, MCAP ELA proficiency and growth data, the schoolwide writing progress monitoring tracker, and The Writing Revolution writing data to monitor student achievement and growth. Progress will also be measured through bi-weekly short-cycle assessment analysis, collaborative planning conversations, Tier II and Tier III intervention progress monitoring, instructional walkthroughs and coaching cycles, and evidence collected through professional learning cycles implementation. These data sources will be reviewed regularly through established data cycles to evaluate effectiveness and make instructional adjustments in support of the school's ELA proficiency goal.
EQUITY CONSIDERATIONS	Ensuring all students have equitable access to grade-level literacy instruction, cross-curricular writing opportunities, targeted interventions, accommodations, and individualized supports through data-driven decision making, regardless of academic deficits, disability status, mental health needs, or prior interruptions in schooling.

School Name 884-Eager Street Academy Principal Name: Molly Bloom

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%	<=5%
MCAP Math Avg Performance Level (Growth)	1.17	1.18	1.18	1.05	1.15

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	Eager Street Academy will utilize ALEKS diagnostic, benchmark, and progress monitoring data; Reveal Math assessment data; MCAP Math proficiency and growth data; and weekly short-cycle assessment

making progress toward your SPP goal?	results aligned to priority standards to monitor student achievement and growth. Data will be analyzed through bi-weekly collaborative planning and mathematics data cycles to identify standards requiring reteaching and intervention. Additional evidence will include ALEKS usage and growth data, Tier II/Tier III intervention and tutoring progress monitoring, and instructional walkthrough and coaching data to evaluate the effectiveness of instruction and supports in meeting the school's Math proficiency goal.
EQUITY CONSIDERATIONS	Ensuring all students have equitable access to grade-level mathematics instruction, technology, interventions, tutoring, and individualized supports through data-driven decision making, regardless of academic deficits, disability status, mental health needs, prior interruptions in schooling, or student mobility.

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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?	Eager Street Academy will utilize individualized graduation plans, transcript audits, quarterly credit attainment reviews, and On-Track-to-Graduate dashboard data to monitor progress toward graduation goals. For identified sentenced students, graduation readiness will be measured through backwards-mapped graduation timelines, course completion data, credit recovery completion, weekly grade monitoring, and Student Learning Plan reviews. Progress will be reviewed through regular data cycles to ensure that students projected to meet diploma requirements prior to turning 18 remain on track to graduate before transitioning to another facility.
EQUITY CONSIDERATIONS	Ensuring all students have equitable access to graduation opportunities through individualized graduation plans, credit monitoring, credit recovery options, targeted supports, and transition planning, regardless of educational gaps, disability status, mental health needs, justice involvement, or prior interruptions in schooling.

School Name 884-Eager Street Academy Principal Name: Molly Bloom

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	n/a	n/a	n/a	n/a	n/a

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?	Eager Street Academy will monitor progress toward its Wholeness goal through a student Wholeness Goal Tracker, transition and career interest assessment results, and individualized postsecondary and transition plans. Evidence will also include student participation in career exploration and postsecondary readiness activities, completion of cross-curricular college and career readiness artifacts, and student goal-setting and reflection activities. Additionally, staff will engage in ongoing progress-monitoring conversations to support students in identifying and refining their educational, career, and life goals. Student surveys and reflections will be used to measure growth in awareness of postsecondary, career, and transition opportunities and to ensure students leave Eager Street Academy with a viable plan for their next steps.
EQUITY CONSIDERATIONS	Ensuring all students have equitable access to individualized transition planning, postsecondary exploration, and career readiness opportunities regardless of disability status, mental health needs, legal status, prior educational interruptions, or anticipated placement. Through personalized planning and goal setting, students will develop a viable pathway for continued education, training, employment, or career development after leaving Eager Street Academy.