SY 2026-2027 School Performance Plan

School Name 51-Waverly Elementary/Middle School **Principal Name:** Sherelle Barnes

School's Mission:	School's Vision:
To implement high-quality instruction and every school initiative with consistency and fidelity.	To ensure that every Waverly student has an opportunity for a quality life now and in the future.

School Name 51-Waverly Elementary/Middle School **Principal Name:** Sherelle Barnes

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)	11.6%	21.5%	20.3%	28.9%	28.7%
MCAP ELA Avg Performance Level (Growth)	1.84	2.02	2.00	2.14	2.13

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?	DIBELS 8th Edition benchmark and 6-week progress monitoring data (K–5). Curriculum-Based Assessments (CBAs) and unit assessments (Amplify / Wit & Wisdom / Fundations end-of-unit tests). District Diagnostic Assessments (Fall, Winter, and Spring ELA benchmarks). 9-Week Data Cycle Tracker & PDSA Cycle Records capturing Tier 1 instructional fidelity and student mastery rates. Panorama Student Success Platform Data tracking Tier II/III intervention progress (e.g., OG+). Instructional Walkthrough & Coaching Log Data measuring implementation fidelity of Tier 1 HQIM and writing across content areas.
EQUITY CONSIDERATIONS	Targeted Tier II/III & Early Intervention Support: Ensure low-performing student groups—specifically Students with Disabilities, Economically Disadvantaged students, and Multilingual Learners (MLs)—receive high-dosage, evidence-based interventions (e.g., OG+) monitored bi-weekly in Panorama. Deploy early intervention tutors, structured small group instruction, and personalized Targeted Assistance Plans (TAPs) to close foundational reading gaps promptly. Job-Embedded Professional Learning for Scaffolding: Engage teachers in targeted PL modules focused on culturally responsive pedagogy, UDL scaffolds, and language supports to ensure all students can access grade-level complex texts and writing tasks. Equitable Access to Advanced Literacy: Provide structured extension and enrichment opportunities for Gifted and Advanced Learners (GAL) to sustain high growth performance levels across grade spans.

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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%	5.9%	6.2%	6.1%	6.5%
MCAP Math Avg Performance Level (Growth)	1.45	1.51	1.55	1.61	1.58

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	Numeracy Development Framework / Diagnostic Assessments (K–8 diagnostic baselines, mid-year, and end-of-year data).

making progress toward your SPP goal?	Reveal Math End-of-Unit & Module Assessments measuring standard-level mastery. Bi-Weekly PDSA & 9-Week Data Cycle Trackers measuring Tier 1 instruction fidelity and student progress. Panorama Student Success Platform Data tracking Tier II/III intervention progress (e.g., Number Worlds) bi-weekly. Targeted Assistance Plans (TAPs) & Early Tutor Progress Logs measuring intervention outcomes for targeted student groups. Instructional Walkthrough & Coaching Logs tracking implementation of Reveal Math lesson planning, student discourse protocols, and math scaffolding.
EQUITY CONSIDERATIONS	Targeted Tier II/III & Early Intervention Support: Ensure low-performing student groups—specifically Students with Disabilities, Economically Disadvantaged students, and Multilingual Learners (MLs)—receive high-dosage, evidence-based interventions (e.g., Number Worlds) monitored bi-weekly in Panorama. Deploy early intervention tutors, structured small-group instruction, and personalized Targeted Assistance Plans (TAPs) to address foundational numeracy gaps. Job-Embedded Professional Learning for Scaffolding: Engage teachers in targeted professional learning focused on Universal Design for Learning (UDL) scaffolds, visual models, and sentence frames during Reveal Math lessons to ensure all students can access complex mathematical tasks and engage in peer discourse. Equitable Access to Advanced Mathematics: Provide structured enrichment and extension tasks during Tier 1 instruction for Gifted and Advanced Learners (GAL) to sustain growth and increase proficiency levels across grade spans.

School Name 51-Waverly Elementary/Middle School Principal Name: Sherelle Barnes

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 8th Edition Benchmark & 6-Week Progress Monitoring Data (K–5 composite mastery). Quarterly GPA Trackers & Gradebooks (Grades 6–8 percentage of students with GPA < 2.0). Interim Progress Reports & 5-Week Grade Warning Lists (Grades 6–8). Panorama Student Success Platform Data tracking Tier II/III academic interventions, attendance, and behavior metrics. Targeted Assistance Plans (TAPs) & Early Intervention Tutoring Logs monitoring middle school academic contract progress.
EQUITY CONSIDERATIONS	Targeted Early Intervention & TAPs for At-Risk Groups: Focus intensive academic monitoring, early intervention tutors, and Targeted Assistance Plans (TAPs) on Students with Disabilities, Economically Disadvantaged students, and Multilingual Learners (MLs) in grades 6–8 who display early warning indicators (GPA < 2.0 or failing core subjects). Proactive Academic Counseling & Family Engagement: Provide culturally responsive academic counseling, bi-lingual family outreach, and routine grade updates to ensure all families understand academic standing and support pathways before quarterly grading windows close. Equitable Support Across Grade Transitions: Ensure smooth academic transitions from 5th to 6th grade and 8th to 9th grade by embedding organizational scaffolds, executive functioning strategies, and high-dosage tutoring.

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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	54.3%	45.2%	48.9%	44.5%	39.8%

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?	Weekly Infinite Campus Chronic Absenteeism & Daily Attendance Reports (monitoring progress toward the 33.7% SY2026-27 target). 4-Week Attendance PDSA Cycle Trackers & Panorama Attendance Dashboard. Consecutive Absence & Data Cleansing Reports (IC Reports 12, 37, 112, and 63). Targeted Assistance Plans (TAPs) & Student Learning Plans (SLPs) logged in Panorama for Tier II/III attendance support. Climate Action Plan Implementation Logs (monitoring school climate domain implementation and Tier I-III intervention fidelity). Family Engagement & Outreach Logs (tracking ClassDojo, Thrillshare broadcasts, attendance phone calls, and home visits).
EQUITY CONSIDERATIONS	Targeted Tier II/III & Early Intervention Support: Focus intensive attendance outreach, early intervention tutors/mentors, and Targeted Assistance Plans (TAPs) on chronically absent student populations—specifically Students with Disabilities, Economically Disadvantaged students, ML, and Pre-K/Kindergarten learners. Culturally & Linguistically Responsive Outreach: Ensure attendance communications, home visit protocols, and family workshops are delivered in native languages with accessible formats to build strong home-school partnerships across all demographics. Root-Cause Support Over Punitive Actions: Utilize restorative climate practices, Student Support Team (SST) referrals, and community resources to address barriers to school attendance (e.g., transportation, health, housing) rather than relying on punitive consequences.