SY 2026-2027 School Performance Plan

School Name 63-Rosemont Elementary/Middle School **Principal Name:** Samuel Coffey

School's Mission:	School's Vision:
Rosemont's mission is to teach and expose children to opportunities that promote critical reasoning, effective problem solving and creative thinking so that our scholars will be college and career ready. We will do this by not only providing high quality instruction, in alignment with the district's initiatives, we will also strive to provide high quality extra curricular activities that help develop the whole child.	Rosemont's vision is to prepare our scholars to be well rounded individuals by focusing on their educational, physical, emotional and social needs. By preparing our scholars to be well rounded individuals we hope to develop individuals that will not only look to positively change their trajectory, but also change the trajectory of their communities.

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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)	10.5%	12.7%	13.0%	22.8%	14.8%
MCAP ELA Avg Performance Level (Growth)	1.79	1.84	1.78	2.00	1.90

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 Progress Monitoring: Percentage of K–3 students scoring At or Above Benchmark on 6-week DIBELS progress monitoring pulls and End-of-Unit Fundations assessment mastery. • Writing & Student Work Audits: Bi-weekly PLC analysis of student written responses using MCAP-aligned writing rubrics to evaluate direct feedback and academic growth. • Curriculum-Based Assessments: Pass and proficiency rates on Wit & Wisdom, SpringBoard, or Odell module assessments and district literacy diagnostic checks. • Tier II/III Intervention Metrics: Skill mastery growth rates and attendance logs for students receiving OG+ interventions, tracked bi-weekly in Panorama.
EQUITY CONSIDERATIONS	The addition of the middle school program was deemed necessary to provide a well rounded out of school experience for students in all grade levels. The Y 0f Central MD OST program targeted students in grades 1-5 so the addition of a middle school program was considered to provide additional extended learning opportunities for our students.

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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%	<=5%	6.4%	<=5%
MCAP Math Avg Performance Level (Growth)	1.34	1.38	1.48	1.49	1.47

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	• Reveal Math Unit Diagnostics & Exit Tickets: Module/unit assessment pass rates and daily exit ticket mastery trends reviewed during bi-weekly data meetings.

making progress toward your SPP goal?	• Numeracy Development Framework: Progress tracking data across core math domains (Number Sense, Multiplicative Reasoning, Proportional Reasoning) captured during 9-week PDSA cycles. • Intervention Progress Monitoring: Skill acquisition rates and session completion logs for students enrolled in Number Worlds Tier II/III interventions in Panorama.
EQUITY CONSIDERATIONS	The addition of the middle school program was deemed necessary to provide a well rounded out of school experience for students in all grade levels. The Y 0f Central MD OST program targeted students in grades 1-5 so the addition of a middle school program was considered to provide additional extended learning opportunities for our students.

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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?	Grade 6-8 GPA Less Than 2.0: Analyze mid-quarter and end of quarter grades to identify students at risk for failure and to determine areas of support and intervention. Analyze teacher grade books and trends across classrooms and grade levels. K-5 DIBELS Composite % At or Above: Based on our Literacy strategies listed above, the projected outcome is increased proficiency on the standardized assessments. Fundations Assessments Bi-Weekly Gradebook checks, quarterly progress report grades and quarterly report card grades
EQUITY CONSIDERATIONS	

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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	66.9%	66.0%	61.1%	52.8%	52.0%

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?	• Climate 2.0 Dashboard & Attendance Tiers: Weekly cumulative chronic absenteeism rates and YTD attendance tier movement in Infinite Campus. • IC Data Cleansing Audit Reports: Bi-weekly resolution verification of IC Reports 12, 37, 112, and Report 63. • Family Engagement & SLP Logs: Documentation of home visits, completed Student Learning Plans (SLPs), and direct parent outreach touches in Panorama. • Climate & Behavior Monitoring: Bi-weekly reviews of Tier I climate implementation fidelity and Tier II/III SEL/behavioral intervention logs in Panorama.
EQUITY CONSIDERATIONS	