SY 2026-2027 School Performance Plan

School Name 16-Johnston Square Elementary School **Principal Name:** Kelly Wilhelm

School's Mission:	School's Vision:
At JSE, our daily mission is to provide meaningful learning experiences that show our passion for the subject we teach, patience with our students and opportunities for deep practice so our students will become critical thinkers, readers, and writers.	At JSE, we are passionate educators that practice patience with our children and families. We are committed to improving our teaching practices to enhance the education and the daily lives of our students to help them become productive citizens.

State School Improvement Status: CSI

School Name 16-Johnston Square Elementary School **Principal Name:** Kelly Wilhelm

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)	<=5%	6.4%	<=5%	<=5%	<=5%
MCAP ELA Avg Performance Level (Growth)	1.19	1.72	1.65	1.60	1.67

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?	Wit and Wisdom EOMs BOY, MOY, EOY DIBLES Fundations & Just Words unit assessment data Small group instruction data - Ms. Lowery is an exemplar of this and can be used to support other teachers OG + platform ILT reviewing panorama to review student attendance data and fidelity to the interventions
EQUITY CONSIDERATIONS	Using the panorama platform to look at the ELA data through the lens of special edcuation, 504s, GAL, genders, etc.

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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%	<=5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.20	1.17	1.42	1.28	1.31

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 making progress toward your SPP goal?	1. Nine-Week Mathematics Data Cycles and Tier I Instruction We will monitor: -i-Ready diagnostic and progress-monitoring data, including the percentage of students performing on, above, and below grade level and student growth between assessment windows. -ALEKS Knowledge Check data, including student mastery, growth, and identified prerequisite skill gaps. -Reveal Math unit/module assessment data, including the percentage of students meeting or exceeding proficiency at the end of each unit/module. -Formative and curriculum-based assessment data collected during each nine-week data cycle. -MCAP mathematics data, including proficiency levels and performance by domain/standard. -Performance of identified student groups to determine whether achievement gaps are narrowing. -Bi-weekly data meeting documentation, including identified instructional trends, reteaching priorities, action steps, and evidence that PDSA cycles resulted in instructional adjustments. We will look for an increase in the percentage of students demonstrating proficiency and growth across consecutive assessment cycles and a decrease in the percentage of students performing significantly below grade-level expectations. 2. Reveal Math Unit and Lesson Internalization We will monitor: -Completion and quality of Reveal Math Unit Planning and Lesson Planning Protocols during academic planning. -Evidence that teachers complete and analyze unit assessments before teaching the unit to identify priority standards, anticipated misconceptions, and required prerequisite skills. -Lesson plans for evidence of deliberately planned questions, student discourse opportunities, checks for understanding, and differentiation. -Classroom walkthrough and observation data measuring implementation of the established mathematics instructional block. -Evidence that teachers are using the Unit Guidance and Scope & Sequence to maintain appropriate instructional pacing. -Student engagement and discourse data observed during mathematics instruction.

	Progress will be demonstrated by more consistent HQIM implementation across classrooms and increased evidence of students explaining their mathematical thinking, engaging in productive discourse, and demonstrating mastery of grade-level standards. 3. Tier II and Tier III Mathematics Intervention We will monitor: -The number and percentage of students identified for Tier II and Tier III mathematics support. -Baseline diagnostic data for students receiving intervention. -Intervention attendance, frequency, duration, and dosage to determine whether students are receiving the intervention as prescribed. -Progress-monitoring data from district-approved interventions such as Number Worlds. -Intervention plans, progress-monitoring results, and adjustments documented in the Panorama Student Success Platform. -The percentage of intervention students meeting established growth targets. -Movement of students between tiers based on their response to intervention. Progress will be demonstrated when students receiving intervention show measurable growth toward grade-level standards, demonstrate mastery of targeted skills, and require progressively less intensive support. 4. Professional Learning, Instructional Walks, and Collaborative Planning We will monitor: -Teacher participation in mathematics professional learning and collaborative academic planning weekly -Instructional walkthrough and observation data aligned to the focus of each professional learning cycle. -Trends in teacher implementation before and after coaching/professional learning. -Evidence of HQIM implementation, lesson internalization, checks for understanding, mathematical discourse, and appropriate use of the mathematics instructional block. -Coaching feedback, teacher action steps, and evidence of completion at subsequent walkthroughs/check-ins. -Student work and assessment results connected to the instructional practices targeted during professional learning.

	We will specifically examine whether professional learning is resulting in observable changes in classroom practice and whether those changes correspond with improved student mathematics outcomes. Overall, our primary indicators of progress will be increased student proficiency and growth on i-Ready, ALEKS, Reveal Math assessments, and MCAP-aligned measures; improved implementation of Reveal Math with fidelity; documented growth among Tier II/III students; and measurable improvement in mathematics instructional practices identified through planning reviews, walkthroughs, observations, and coaching cycles.
EQUITY CONSIDERATIONS	using panorama to look at the data through the lens of special education, 504, gal, genders, etc.

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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?	BOY, MOY, EOY DIBELS Data to review at those major points of the year - This data will be reviewed with teacher during collaborative planning data dives and TAP plans will be developed. BOY data used to create TAP Plans for student groupings Progress monitoring data - red - every 3 weeks; yellow - every 6 weeks - Reviewing this and adjust TAP plans based on the student scores in the identified areas ELE Tutors (1st and 2nd) will work with small groups 2 times a day based on DIBELS data and then pull small group groups in the classroom with the teacher so that 2 groups are being pulled daily Fundations assessments tracked and shared with teachers to ensure student success For 3rd grade - yellow students will work 2 x week for 10 minutes for reading fluency For 3rd grade - Mrs. Seriki will pull students who are yellow/red to support with OG + 3 times a week For grades 4th and 5th - Ms. Marty will pull students who are yellow and red to do just Words For students in K Ms. Soremkum will support teachers during the small group time to support to pull additional group of students ILT will review panorama monthly to identify trends in the data and adjust accordingly
EQUITY CONSIDERATIONS	Use the panorama platform to look over our data and dive into the various sub groups -gender, special education, 504, Gal, ML, etc.

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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	78.7%	65.6%	59.4%	59.4%	49.8%

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?	1. Daily Attendance Dashboard • Monitor daily schoolwide attendance percentage. -Identify absent and tardy students. -Ensure teachers submit attendance accurately and on time. -Daily robot calls reminders -Morning Meeting attendance: homeroom shouts out to classes with 100% 2. Weekly Grade-Level/Homeroom Tracker -Review attendance percentages by grade and homeroom. -Compare performance to the schoolwide attendance goal. -Identify classrooms showing improvement or needing additional support 3. Chronic Absenteeism Watch List -Identify students approaching or exceeding 10% absenteeism. -Use a color-coded system: -Green: 95% or higher – On Track; Yellow: 90–94.9% – At Risk; Red: Below 90% – Chronic Absence/Immediate Support 4. Student-Level Attendance Tracker -Monitor days present and absent. -Monitor tardies and early dismissals. -Track individual attendance percentages. -Look for patterns such as Mondays, Fridays, or repeated days of the week. 5. Attendance Intervention Tracker -Document parent/guardian phone calls. -Track attendance letters.

	-Document conferences and home visits. -Record referrals and support provided. -Monitor whether interventions are improving attendance. 6. Weekly Attendance Huddle -Review schoolwide progress toward the attendance goal. -Identify students who moved from green to yellow or yellow to red. -Celebrate students who are improving. -Determine the next intervention for students of concern. -Assign a staff member responsible for follow-up. 7. Attendance Incentive Tracker -Recognize students with excellent and improved attendance. -Celebrate classrooms/grade levels meeting attendance goals. -Monitor whether incentives are positively impacting attendance. 8. Monthly Attendance Trend Review -Compare monthly attendance to the school goal. -Review trends by grade and homeroom. -Determine which strategies are working. -Adjust interventions when students are not showing improvement. -Attendance incentives such as half-day popsicles -Monthly attendance incentives for students who have perfect attendance.
EQUITY CONSIDERATIONS	Using the panorama platform to look at the data form the lens of the various sub groups - gender, special education, gal, 504, ml, etc.