SY 2026-2027 School Performance Plan

School Name 206-Furley Elementary School **Principal Name:** Shalonda N. Howze

School's Mission:	School's Vision:
Furley Elementary empowers our school community to learn, lead, and succeed today and for a lifetime.	Furley Elementary School students are empowered to strive for excellence. Stakeholders work to ensure all scholars thrive in an inclusive student-centered learning environment in a respectful and collaborative partnership.

School Name 206-Furley Elementary School **Principal Name:** Shalonda N. Howze

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)	10.8%	15.7%	23.5%	25.6%	36.1%
MCAP ELA Avg Performance Level (Growth)	1.75	1.87	2.02	2.09	2.18

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?	To determine whether our literacy strategies are making progress toward our MCAP ELA SPP goal, we will use multiple data points throughout the year to monitor student growth, evaluate the effectiveness of Tier 1 instruction and interventions, and make timely instructional adjustments. We will monitor Amplify BOY, MOY, and EOY assessment data to measure overall literacy growth and identify trends across grade levels and student groups. Amplify Progress Monitoring data will be reviewed every three weeks to determine whether students are responding to small-group instruction and intervention and to inform regrouping and instructional adjustments. In the primary grades, Fundations Unit Assessments will be used to monitor mastery of foundational literacy skills, while Just Words Unit Assessments will measure the progress of students receiving targeted intervention. For grades 3–5, we will use ongoing MCAP/MSTAR-aligned measures embedded within Wit & Wisdom, including Focusing Question Tasks (FQTs), End-of-Module (EOM) assessments, Question Sets, and New Read Assessments. These data will allow us to monitor students' ability to independently comprehend complex grade-level texts, respond to text-dependent questions, use evidence, and demonstrate proficiency in written responses. Data will be analyzed during academic planning, coaching cycles, and progress-monitoring meetings to identify standards and skills requiring reteaching, determine which students need additional support or enrichment, and adjust Tier 1 instruction and intervention. We will also disaggregate results for key student groups, including students with disabilities and multilingual learners, to determine whether our strategies are reducing achievement gaps and moving students toward the schoolwide MCAP ELA proficiency goal.
EQUITY CONSIDERATIONS	

School Name 206-Furley Elementary School Principal Name: Shalonda N. Howze

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%	6.0%	9.8%	14.6%
MCAP Math Avg Performance Level (Growth)	1.43	1.50	1.67	1.68	1.87

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	To determine whether our mathematics strategies are making progress toward our MCAP Math SPP goal, Furley Elementary will use multiple data points throughout the year to monitor student

making progress toward your SPP goal?	mastery, identify unfinished learning, evaluate the effectiveness of Tier 1 instruction and intervention, and make timely instructional adjustments. We will monitor Reveal Math Unit Assessments, lesson exit tickets, and other curriculum-embedded assessments to determine student mastery of grade-level standards. Following each unit assessment, teachers will complete a Unit Analysis to identify strengths, misconceptions, and priority standards requiring reteaching and reassessment. ALEKS Math data will be used to monitor students' individualized skill development, prerequisite knowledge, and progress toward grade-level standards. Teachers and the Math Coach will use this data to differentiate instruction and identify students requiring additional intervention or enrichment. For grades 3–5, MCAP/MSTAR data will be used to monitor progress toward MCAP proficiency. This will include performance on released MCAP items, MCAP Friday assessments/practice tasks, and standards-aligned constructed-response and mathematical reasoning tasks. Particular attention will be given to students' ability to solve multi-step problems, apply mathematical concepts, model their thinking, and explain and justify their reasoning. Data will be reviewed regularly during collaborative planning, coaching cycles, Unit Analysis meetings, and progress-monitoring meetings. Results will be disaggregated by grade level, standard, classroom, and student group, including students with disabilities and multilingual learners, to determine whether instructional strategies are accelerating growth and reducing achievement gaps. The primary evidence used to monitor progress will include Reveal Math Unit Assessments, exit tickets, Unit Analysis/reassessment data, ALEKS progress and standards mastery, MCAP/MSTAR assessments, MCAP Friday performance, and student work from mathematical reasoning and constructed-response tasks. These data will drive adjustments to Tier 1 instruction, small groups, intervention, and coaching throughout SY26/27.
EQUITY CONSIDERATIONS	

School Name 206-Furley Elementary School Principal Name: Shalonda N. Howze

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?	To determine whether our literacy strategies are making progress toward our K–5 DIBELS Composite At/Above Proficiency SPP goal of 69%, Furley Elementary will use multiple assessment and progress-monitoring measures throughout the year to determine student growth, identify specific foundational literacy needs, and evaluate the effectiveness of Tier I, Tier II, and Tier III instruction. We will use Amplify BOY, MOY, and EOY assessment data as our primary benchmark measure to monitor the percentage of students meeting or exceeding grade-level expectations and determine progress toward our 69% schoolwide goal. Amplify Progress Monitoring will occur every three weeks for identified students to determine whether they are responding to instruction and intervention and whether groups, instructional strategies, or intervention intensity need to be adjusted. Additional evidence will include Fundations Unit Assessments to monitor mastery of phonemic awareness, phonics, decoding, encoding, and foundational literacy skills. Just Words Unit Assessments will be used to monitor the progress of students receiving targeted intervention, particularly in advanced decoding, encoding, and multisyllabic word reading. Once OG+ intervention groups are established later this fall, OG+ assessment and progress-monitoring data will also be used to evaluate student response to more intensive intervention and determine whether students are closing identified foundational skill gaps. Data will be reviewed during collaborative planning, coaching cycles, intervention meetings, and student progress-monitoring conversations. Results will be analyzed by grade level, classroom, individual student, skill area, intervention group, and identified student populations to determine where growth is occurring and where additional support is required. Evidence of progress will include increases in the percentage of students At/Above Benchmark from BOY to MOY to EOY, movement of students from Well Below/Below Benchmark toward At/Above Benchmark, mastery of Fundations and Just Words skills, positive response to OG+ intervention, and consistent growth on three-week Amplify progress-monitoring measures. These data will allow Furley to make timely instructional adjustments and determine whether our literacy strategies are on track to achieve 69% K–5 DIBELS Composite At/Above Proficiency by EOY.
EQUITY CONSIDERATIONS	

School Name 206-Furley Elementary School Principal Name: Shalonda N. Howze

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	63.8%	55.5%	49.5%	48.2%	54.5%

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?	To determine whether our attendance strategies are making progress toward our SPP Chronic Absenteeism goal, Furley Elementary will use multiple attendance data points to identify trends early, monitor individual students, evaluate the effectiveness of interventions, and make timely adjustments. We will use ADA/AMA data to monitor schoolwide and grade-level attendance trends and determine whether daily attendance is improving over time. The Climate 2.0 Report will be reviewed regularly to monitor the percentage and number of students within each attendance tier, with particular attention to students who are approaching or have entered Tier II and Tier III chronic absenteeism. The Day Count Report will be used to monitor students' cumulative absences and identify students approaching chronic absence thresholds before patterns become more difficult to reverse. The Consecutive Absence Report will allow the Attendance Team to quickly identify students experiencing multiple consecutive absences so that immediate family outreach, wellness checks, home visits, or other interventions can occur. These data will be reviewed during regular Attendance Team meetings and attendance huddles and will be disaggregated by grade level, classroom, student group, and attendance tier. The team will use the data to identify students requiring intervention, determine whether current supports are improving attendance, assign staff ownership, and intensify or adjust interventions when students are not demonstrating improvement. Evidence of progress will include increasing ADA, decreasing AMA, fewer students transitioning into Tier II and Tier III, reductions in consecutive and cumulative absences, movement of students from higher-risk attendance tiers back toward Tier I, and an overall reduction in Furley's Chronic Absence Rate.
EQUITY CONSIDERATIONS	