SY 2026-2027 School Performance Plan

School Name 159-Cherry Hill Elementary/Middle School **Principal Name:** Jessica McLeod

School's Mission:	School's Vision:
As a community school, we acknowledge it takes collaboration between families, partners and staff to create a culture of excellence. We will consistently provide learning opportunities that address scholars' social, emotional & academic needs.	The Historic Cherry Hill E/MS will prepare passionate & confident learners, inspired to reach their full potential.

School Name 159-Cherry Hill Elementary/Middle School **Principal Name:** Jessica McLeod

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)	6.0%	6.9%	10.3%	10.9%	8.6%
MCAP ELA Avg Performance Level (Growth)	1.64	1.72	1.74	1.76	1.79

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?	* **Attendance Campaign to Support Stronger Academic Outcomes** * Implement a schoolwide attendance campaign focused on improving daily student attendance and reducing chronic absenteeism. * Reinforce the connection between **consistent attendance, access to Tier 1 instruction, and academic achievement**. * Monitor attendance trends regularly and identify scholars requiring targeted interventions and family outreach. * Celebrate improved and consistent attendance at the scholar, classroom, and grade-band levels. * **BOY, MOY & EOY i-Ready Data Analysis** * Review **Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY)** i-Ready data to monitor student growth over time. * Analyze performance by grade level, content area, student group, and instructional priority. * Identify trends, strengths, unfinished learning, and scholars requiring additional support or acceleration. * Use findings to adjust Tier 1 instruction, intervention, and instructional priorities. * **Leveraging Collaborative Planning to Analyze Student Work** * Utilize collaborative planning as a consistent structure for examining **authentic student work and evidence of learning**. * Compare student responses to grade-level standards and curriculum expectations. * Identify misconceptions and determine instructional next steps. * Use student work to inform reteaching, scaffolding, differentiation, and enrichment. * **Informal & Formal Observations** * Conduct frequent informal observations to monitor **instructional rigor, student engagement, curriculum implementation, and classroom management**. * Use formal observations to provide deeper feedback on instructional practice and professional growth. * Provide teachers with **bite-sized, actionable feedback** that can be implemented immediately. * Monitor implementation of feedback through follow-up classroom visits and coaching.

	* **Leveraging Personalized Learning** * Use personalized learning opportunities to respond to individual student needs while maintaining access to **grade-level standards and rigorous instruction**. * Utilize student performance data to identify appropriate learning pathways and targeted supports. * Monitor student progress and adjust personalized learning opportunities based on demonstrated needs. * Ensure technology and personalized learning tools **supplement rather than replace strong Tier 1 instruction**. * **End-of-Module Tasks** * Use End-of-Module Tasks to measure students' ability to **independently demonstrate mastery of priority standards and content**. * Analyze results during collaborative planning to identify patterns in student understanding. * Determine which standards require reteaching, additional practice, or enrichment. * Track performance across modules to determine whether instructional adjustments are producing stronger outcomes. * **Formative Exit Tickets** * Implement **frequent, standards-aligned exit tickets** to determine what scholars learned during daily instruction. * Review exit-ticket data to identify students who mastered the objective and those who require additional support. * Use results to make **next-day instructional decisions**, including reteaching, small groups, scaffolds, or enrichment. * Ensure exit tickets directly measure the lesson objective so teachers have timely evidence of student learning.
EQUITY CONSIDERATIONS	It is essential that we provide PD to teachers that will support improved instruction and improved student learning outcomes. Cherry Hill E/MS school has significant poverty and a vast majority of African-American scholars with an emerging ESOL population. Moreover, approximately 10% of scholars have IEPs. We are a CSI school and consequently, there is a need to focus on intervention/personalized learning. Finally, while we are fully staffed, the majority of our teachers are within one - three years of experience. To that end, it is imperative to support the

	development of our teaching staff with corporate and differentiated support. Equity Plan: 1. Access to Technology Device Availability: Ensure all students, especially those from low-income families, have reliable access to computers, tablets, or devices needed to use ALEKS and Reveal Math both at school and at home. 2025-26 School Performance Plan for 159-Cherry Hill Elementary/Middle School 5 of 33 2. Differentiated Support for Diverse Learners English Language Learners (ELLs): Provide language supports such as bilingual resources, glossaries, or additional scaffolding to help ELL students engage fully with the math content. Special Education: Align ALEKS and Reveal Math content with IEP goals, and provide accommodations or assistive technology as needed to ensure accessibility. Students with Learning Gaps: Use the platforms' adaptive features to tailor instruction that meets each learner where they are, avoiding one-size-fits-all pacing.

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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)	1.22	1.34	1.32	1.38	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	Data Cycles

making progress toward your SPP goal?	* Use End-of-Unit Assessments, prescribed exit tickets, and ALEKS Knowledge Checks to make informed decisions and adjust instruction. * Implement Compass Math assessment data cycles to identify skill gaps, monitor student progress, and determine targeted instructional next steps. * Implement Math i-Ready BOY, MOY, and EOY data cycles to monitor achievement and growth by scholar, grade level, and student group. * Analyze assessment data during collaborative planning to identify trends, misconceptions, and standards requiring reteaching or acceleration. * Use data-cycle findings to determine flexible groups, targeted supports, and adjustments to Tier I instruction. Unit/Lesson Internalization of Reveal Math * Teachers engage in and complete the Reveal Math unit and lesson planning protocol to internalize upcoming instruction. * Identify priority standards, lesson objectives, rigorous tasks, key questions, and anticipated student misconceptions. * Use collaborative planning to ensure teachers maintain the rigor and integrity of Reveal Math while planning appropriate scaffolds for scholars. Tier II/Tier III Programs and Interventions * Use Math Worlds assessments to identify student needs, establish intervention groups, and monitor progress. * Use UMBC Math Tutoring assessment and progress data to determine the effectiveness of tutoring supports and identify scholars requiring additional intervention. * Use Compass Math assessment data to provide targeted Tier II/Tier III support based on individual skill gaps. * Regularly review intervention data to determine whether scholars are making adequate progress and whether interventions should be continued, adjusted, or intensified. * Connect Tier II/Tier III intervention data back to Math i-Ready, End-of-Unit Assessments, ALEKS Knowledge Checks, and classroom performance to monitor overall impact on student achievement.
EQUITY CONSIDERATIONS	Cherry Hill E/MS school serves a student population with significant poverty and a vast majority of African-American scholars, with an emerging ESOL population. Approximately 10% of scholars have IEPs.

	Equity Plan 1. Differentiated Support for Diverse Learners English Language Learners (ELLs): Provide language supports such as bilingual resources, glossaries, or additional scaffolding to help ELL students engage fully with Reveal Math content, particularly as the emerging ESOL population grows. Special Education: Align ALEKS and Reveal Math content with IEP goals. Provide accommodations and ensure accessibility. Progress for students with IEPs is reviewed alongside general EOM data during 9-week data cycles to ensure intervention decisions account for IEP-aligned goals. Students with Learning Gaps: Use the platforms' adaptive features (ALEKS Knowledge Checks) to tailor instruction that meets each learner where they are, avoiding one-size-fits-all pacing. Students identified through this process are referred into Tier II/III intervention (Math/Number Worlds, UMBC Math Tutoring) and tracked in Panorama. 2. Family Engagement and Home-School Partnership Given this year's root cause analysis identifying limited family engagement as a barrier to math achievement, equity efforts this year include intentional outreach to ensure all families — regardless of language, work schedule, or prior comfort with math content — have real access to their child's learning. This includes translated/bilingual communication for ESOL families.

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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?	* K–5 DIBELS:** % of scholars scoring **At or Above Benchmark** on BOY, MOY, and EOY DIBELS Composite. * DIBELS Growth:** % of scholars moving from **Well Below/Below Benchmark to At/Above Benchmark** from BOY ? MOY ? EOY. * Grades 6–8 GPA:** % of scholars with a **GPA below 2.0**, monitored at progress reports and quarterly. * Course Performance:** % of Grades 6–8 scholars earning **D/F grades** in ELA and Mathematics. * i-Ready Achievement:** % of scholars performing **on or above grade level** at BOY, MOY, and EOY. * i-Ready Growth:** % of scholars meeting **Typical Growth and Stretch Growth** targets. * End-of-Module Tasks:** % of scholars demonstrating **proficiency/mastery on End-of-Module assessments**, by grade level and priority standard. * Formative Exit Tickets:** % of scholars demonstrating **mastery of the daily learning objective** on standards-aligned exit tickets. * Student Work:** % of scholars demonstrating proficiency on **grade-level tasks during collaborative planning student-work analysis**. * Attendance:** **Average Daily Attendance (ADA)** monitored weekly and monthly. * Chronic Absenteeism:** % of scholars identified as **chronically absent**, monitored monthly. * Attendance Improvement:** % of identified chronically absent scholars demonstrating **improved attendance following intervention**. * HQIM Implementation:** % of observed classrooms demonstrating **consistent implementation of grade-level HQIM and curriculum-aligned tasks**. * Instructional Rigor:** % of informal/formal observations demonstrating **grade-level rigor, checks for understanding, and scholar engagement**. * Personalized Learning:** % of scholars meeting established **usage, lesson completion, and growth expectations** within personalized learning platforms. * PDSA Monitoring:** Number and % of identified scholars demonstrating **academic improvement following each intervention/data cycle**.
EQUITY CONSIDERATIONS	

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Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
Chronic Absentee Rate	80.7%	73.4%	67.6%	57.7%	54.8%

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?	* Schoolwide Average Daily Attendance (ADA), monitored weekly and monthly. * Percentage of scholars attending 90% or more of school days. * Percentage and number of scholars identified as chronically absent in Panorama. * Number and percentage of scholars moving out of chronic absenteeism during each four-week PDSA cycle. * Attendance rates by grade level and identified student groups. * Number of consecutive absences identified through Infinite Campus. * Number of scholars identified on the No Show Student List and percentage successfully re-engaged. * Number of attendance data errors identified and resolved through Data Cleansing Reports 12, 37, 63, and 112. * Number of scholars identified for targeted attendance outreach and interventions. * Percentage of identified scholars demonstrating improved attendance following targeted interventions. * Number of Student Learning Plans (SLPs) developed for scholars requiring targeted attendance support. * Percentage of scholars with SLPs demonstrating improvement in attendance after each four-week PDSA cycle. * Number of family contacts made through Parent Portal, Thrill Share, Class Dojo, letters, phone calls, and home visits. * Percentage of identified families successfully reached through two-way communication. * Number of home visits and targeted family outreach efforts completed for scholars with attendance concerns. * Number of attendance team data-review meetings completed, targeting approximately 18 reviews by the end of Semester 1. * Percentage of Tier I climate and attendance supports implemented as identified in the Climate Action Plan. * Number and percentage of scholars receiving Tier II and Tier III behavioral, social-emotional, or attendance interventions.

	* Percentage of scholars receiving Tier II/III interventions who demonstrate improved attendance, behavior, or engagement. * Panorama Student Success data showing progress of students receiving targeted interventions. * Student behavior/referral data, monitored for trends in school connectedness and engagement. * Student and family climate/belonging survey data, when available, to monitor perceptions of relationships, safety, belonging, and school connectedness. * Monthly PDSA data comparing baseline attendance to current attendance to determine which interventions should be continued, modified, or discontinued.
EQUITY CONSIDERATIONS	