SY 2026-2027 School Performance Plan

School Name 105-Moravia Park Elementary School **Principal Name:** Caitlyn Brooks

School's Mission:	School's Vision:
With passion, integrity, humility, and dedication, we work to create a brave learning community full of opportunities, that challenge all individuals to grow hearts, grow minds, and grow our community.	Moravia Park is a community school that celebrates its diversity by cultivating a safe, nurturing environment that prepares students to be college and career ready and productive citizens, through collaborations with the school, families, and community.

School Name 105-Moravia Park Elementary School **Principal Name:** Caitlyn Brooks

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)	13.0%	20.4%	31.5%	26.3%	24.9%
MCAP ELA Avg Performance Level (Growth)	1.83	1.98	2.19	2.06	2.09

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?	We will use the following data sources to monitor implementation of our strategy and measure progress toward our goal: Team Data: We will review collaborative planning agendas and lesson plans uploaded to Common Planner for evidence of intentional planning aligned to our cycles of learning. We will also examine small group lesson plans and anecdotal notes, observe the implementation of agreed-upon instructional next steps, and analyze scholar work samples to determine how teachers are using data to adjust instruction and provide targeted support. Scholar Data: We will analyze Wit & Wisdom Focusing Question Tasks, End-of-Module Writing Tasks, Amplify and Learning Platform data, On-Demand Writing Tasks, and scholar work samples incorporating The Writing Revolution strategies during Wit & Wisdom lessons and small group independent work. These sources will help us monitor overall proficiency and growth in targeted areas, including content knowledge, use of text evidence, elaboration, organization, conventions, and style.
EQUITY CONSIDERATIONS	

School Name 105-Moravia Park Elementary School **Principal Name:** Caitlyn Brooks

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%	6.4%	12.7%	17.5%	15.3%
MCAP Math Avg Performance Level (Growth)	1.48	1.60	1.76	1.83	1.82

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	We will use the following data sources to monitor implementation of our math strategies and measure progress toward our goal:

making progress toward your SPP goal?	Team Data: We will review collaborative planning agendas and lesson plans uploaded to Common Planner for evidence of intentional math planning aligned to our cycles of learning. We will also examine small group lesson plans and anecdotal notes, including FAST in 3rd-4th Grades, observe the implementation of agreed-upon instructional next steps, and analyze scholar work samples to determine how teachers are using data to address misconceptions, adjust instruction, and provide targeted support. Scholar Data: We will analyze Reveal Math Exit Tickets, Reveal Unit Assessments, ALEKS data, and scholar work samples from whole group lessons and small group instruction. These sources will help us monitor overall proficiency and growth in targeted areas, including conceptual understanding, procedural fluency, problem-solving, and mathematical reasoning. We will also examine scholars' ability to explain their thinking, use mathematical vocabulary, and represent and justify their solutions. Intervention Data: We will plan, implement, and monitor targeted Number Worlds math intervention for scholars across three grade levels who need additional, academic support. Instruction will address identified skill gaps and strengthen foundational math skills, number sense, and conceptual understanding. Regular progress monitoring will help us assess scholars' response to intervention and adjust instructional pacing, groupings, and supports. We will use implementation and scholar growth data to guide plans for expanding the intervention to additional grade levels the following school year.
EQUITY CONSIDERATIONS	

School Name 105-Moravia Park Elementary School **Principal Name:** Caitlyn Brooks

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?	We will use the following data sources to monitor implementation of our strategy and measure progress toward our goal: Team Data: We will review collaborative planning agendas and lesson plans uploaded to Common Planner for evidence of intentional planning aligned to our cycles of learning. We will also examine small group lesson plans and anecdotal notes, observe the implementation of agreed-upon instructional next steps, and analyze scholar work samples to determine how teachers are using data to adjust instruction and provide targeted support. Scholar Data: We will analyze TAP Plan anecdotal notes, Amplify Progress Monitoring data, Amplify Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) assessments, UFLI assessments, and intervention anecdotal notes. These sources will help us monitor growth in foundational literacy skills, including phonemic awareness, phonics, decoding, reading fluency, and comprehension. Through regular review of these data, we will identify areas of progress and continued need, adjust instructional groupings and TAP Plans, and evaluate the effectiveness of small group instruction and interventions. Intervention Data: We will plan, implement, and monitor targeted Orton-Gillingham Tier III instruction for scholars who need additional, intensive literacy support. Instruction will be aligned to identified skill gaps, with regular progress monitoring to assess scholars' response to intervention. We will use these data to adjust instructional pacing, groupings, and supports to strengthen foundational reading skills and accelerate progress toward grade-level expectations.
EQUITY CONSIDERATIONS	

School Name 105-Moravia Park Elementary School **Principal Name:** Caitlyn Brooks

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	48.7%	49.3%	37.2%	38.3%	41.6%

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?	Our attendance team will review daily attendance rates, classroom attendance, family-contact completion, consecutive absences, unsubmitted attendance, and intervention outcomes each week. Chronic-absence data will be reviewed quarterly by grade, classroom, building, and student subgroup. The team will use these findings to identify trends, adjust interventions, and determine whether the school is on track to reduce chronic absenteeism to 30.2% or lower by the end of the 2026–27 school year. Here are some of our team's actions and data points we will use to monitor progress: Daily Actions -Use Mr. Potato Head attendance data to monitor the school's daily attendance rate and progress toward our attendance goal. -Review attendance for every classroom to identify emerging patterns and scholars who may need additional support. -Generate a daily list of absent scholars and assign attendance-team members to make same-day calls to families. -Document outreach, reasons for absences, family concerns, and next steps in a shared attendance tracker to ensure consistent follow-through. -Check for unsubmitted attendance daily and follow up promptly with staff, with the goal of keeping unsubmitted attendance below 2% throughout the school year. Early Intervention and Targeted Support -At five consecutive absences, call the family, send a written attendance notice, document identified barriers, and offer appropriate support. -At seven consecutive absences, conduct an attendance-team review, send a follow-up letter, and partner with the family to develop an individualized attendance-improvement plan. -At nine consecutive absences, arrange a home visit when appropriate, revisit attendance barriers with the family, and connect the scholar with relevant school or community resources. -Monitor scholars who miss 10% or more of their enrolled school days, including those whose

	absences are not consecutive, and adjust supports based on their attendance patterns. -Provide additional outreach and coordinated case-management support for highly mobile scholars, out-of-zone scholars, and families experiencing homelessness, housing instability, or significant family events. Collaboration and Communication -Establish clear roles for daily data review, family calls, letters, home visits, documentation, referrals, and follow-up to strengthen accountability and continuity of support. -Hold weekly attendance-team meetings to review attendance trends, scholars with five, seven, or nine consecutive absences, and the effectiveness of current interventions. -Share monthly attendance updates with faculty to build collective ownership of our goal and support teachers in identifying concerns and strengthening family connections. -Use consistent, supportive, and solution-focused language in calls, letters, and meetings so families receive a clear message and feel welcomed as partners. -Maintain a shared attendance tracker and establish a backup process for accessing essential information when technological barriers arise. Positive Attendance Recognition -Recognize the top three classrooms in each building through our Weekly Surf Board initiative. -Celebrate both strong attendance and meaningful improvement to acknowledge progress and motivate continued growth. -Offer engaging schoolwide incentives, such as a “Splash the Principal” water-balloon celebration, when scholars or classrooms meet established attendance goals. -Reinforce attendance through certificates, announcements, classroom rewards, attendance spirit days, and quarterly celebrations. -Design recognition opportunities that encourage attendance and celebrate growth while remaining responsive to documented medical needs and circumstances outside scholars’ control.
EQUITY CONSIDERATIONS	