SY 2026-2027 School Performance Plan

School Name 15-Stadium School **Principal Name:** Kelvin Bridgers

School's Mission:	School's Vision:
The Stadium School is committed to providing a safe learning environment where staff, students, parents, and community accept the responsibility of preparing students for academic success and to face the challenges of the future. The Stadium School's environment of trust and mutual respect for all people reflects our belief that all students can learn. With rigorous and varied academic standards, we will work together to prepare our students to take a role in society as productive citizens and help develop their personal commitment to learning.	The vision of The Stadium School is to be a professional learning center that seeks to educate students, develop its personnel, and provide opportunities for parents to be part of their child's education. We are all life long learners who positively impact our environment and are prepared for the challenges of the 21st century. We strive to teach our students the value of showing their Panther Pride, which is being professional, respectful, intellectual, diverse, and excellent.

State School Improvement Status: CSI

School Name 15-Stadium School **Principal Name:** Kelvin Bridgers

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)	5.5%	6.0%	13.3%	11.7%	9.4%
MCAP ELA Avg Performance Level (Growth)	1.69	1.71	1.89	1.78	1.78

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?	i-Ready Reading growth and proficiency data — overall and by identified skill/domain. Weekly by number of minutes on the Mypath platform. Wit & Wisdom/common curriculum assessment data — percentage meeting identified mastery expectations and performance by standard/skill-monitored quarterly through FQTs, formative assessment data from Question Sets, New Reads, and Vocabulary tasks. Common writing assessment data — percentage of students demonstrating growth on the schoolwide writing rubric from BOY to EOY, with interim student-work checks. Monitoring will be done through department planning artifacts; mapped writing opportunities; Authentic student-writing samples; coaching evidence; walkthrough trends; paragraph/multi-paragraph student writing; walkthroughs; PLC analysis; teacher reflection; Midyear writing/data; revised action plans and walkthrough trends; Extended writing; rubric evidence; student-work analysis; student portfolios Tier II/III progress-monitoring data — percentage of intervention students meeting identified progress goals, along with intervention dosage/attendance. Instructional implementation data — walkthrough evidence showing the percentage of classrooms consistently implementing the identified literacy practices and HQIM expectations.
EQUITY CONSIDERATIONS	

School Name 15-Stadium School **Principal Name:** Kelvin Bridgers

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)	1.19	1.15	1.23	1.18	1.16 (+-0.02)

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	Unit Assessments, Collaborative Planning Agendas, ALEKS Participation Data, Iready MOY data, ANet Milestone Data and Classroom Observation

making progress toward your SPP goal?	
EQUITY CONSIDERATIONS	

School Name 15-Stadium School Principal Name: Kelvin Bridgers

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. OTG: 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. **CCR: 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?	Academic performance will be monitored using several data points collected at different intervals to identify students who may need additional support. Each week, the number and percentage of students failing one or more courses and those earning two or more D's will be reviewed to identify students at immediate academic risk or approaching failure. Average GPA will be examined at interim and quarterly periods to monitor changes in overall student performance, while student movement above or below a 2.0 GPA will be reviewed quarterly to determine changes in academic risk status. Course pass rates will also be analyzed at interim and quarterly periods to identify courses with higher rates of failure. In addition, grade distributions by course and teacher will be reviewed quarterly to identify patterns that may require instructional or grading support. Assignment and assessment indicators will include missing assignments, assignment-completion rates, incomplete assessments, common formative and end-of-unit assessment results, reassessment participation and success, and the percentage of students demonstrating improvement after reteaching. Together, these data will support timely interventions and help educators make informed instructional decisions.
EQUITY CONSIDERATIONS	

School Name 15-Stadium School Principal Name: Kelvin Bridgers

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	85.5%	67.4%	61.2%	59.9%	55.7%

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?	The Attendance Team will track comprehensive student attendance, behavior, academic, and adult implementation metrics—disaggregated by key student groups—to catch attendance issues early. By grouping students into tiered attendance bands, the team will log specific barriers, intervention details, and family contacts for each individual needing support. Using weekly data reviews and four-week PDSA cycles, the team will continuously evaluate intervention effectiveness and adjust strategies to keep students engaged.
EQUITY CONSIDERATIONS	