# SY 2026-2027 School Performance Plan

**School Name** 211-Gardenville Elementary School **Principal Name:** Noraida Y. Ankobia

| School's Mission: | School's Vision: |
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| Gardenville Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of our students. We strive to immerse our students in diversified experiences so they will discover their potential, achieve readiness for college and careers, and succeed in a safe and caring environment. | To provide an inclusive and empowering community where every scholar is equipped and supported to achieve their highest potential. |

**School Name** 211-Gardenville Elementary School **Principal Name:** Noraida Y. Ankobia

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: LITERACY | | | | | |
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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result** |
| MCAP ELA Proficiency (Achievement) | 11.7% | 12.1% | 21.3% | 23.1% | 28.9% |
| MCAP ELA Avg Performance Level (Growth) | 1.81 | 1.89 | 2.02 | 2.01 | 2.15 |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach.<br><br>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.<br><br>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.<br><br>**5. Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning. |

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| **EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?** | Fundations Data<br>Teachers will monitor Fundations Unit Assessment results to determine mastery of grade-level phonics skills. Students who do not achieve a score of 80% or higher will receive targeted reteaching aligned to identified skill deficits and will be reassessed to evaluate mastery following intervention.<br><br>DIBELS Progress Monitoring<br>Students performing Well Below Benchmark will be progress monitored every three weeks, while students performing Below Benchmark will be progress monitored every six weeks. Following each benchmark window, teachers will analyze DIBELS data, identify trends and areas of need, and make data-informed instructional adjustments to accelerate student growth and achievement.<br><br>Prioritizing Writing in Every Classroom<br>Teachers will regularly collect and analyze student writing samples, including End-of-Module tasks, quick writes, and other classroom writing artifacts, to monitor growth over time. Through collaborative data analysis and academic planning discussions, teachers will identify strengths and areas for improvement and implement targeted instructional strategies to strengthen students' written responses across content areas. |
| **EQUITY CONSIDERATIONS** | We will ensure all students have access to high-quality, grade-level literacy instruction, texts, intervention, and instructional resources.<br>We will student data to identify and address individual learning needs without lowering expectations, and provide texts and learning experiences that reflect students' identities, cultures, backgrounds, and experiences. |

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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% | 6.5% | 10.0% | 7.2% | 11.3% |
| MCAP Math Avg Performance Level (Growth) | 1.45 | 1.53 | 1.66 | 1.49 | 1.70 |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>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.<br><br>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.<br><br>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 monitor progress toward the SPP goal, we will review instructional planning, student performance, small-group instruction, and mathematical writing. Lesson plans and walkthroughs will assess use of |

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| **making progress toward your SPP goal?** | Reveal Math, differentiation, and purposeful questioning. Student growth will be measured through unit assessments, i-Ready, MCAP, ALEKS, and targeted skill data, while student work and PDSA cycles will show how data informs instruction and supports improved outcomes. |
| **EQUITY CONSIDERATIONS** | |

**School Name 211-Gardenville Elementary School Principal Name: Noraida Y. Ankobia**

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: GRADUATION – Grad Rate / DIBELS | | | | | |
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| **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 |

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| **STRATEGY: Steps for improving student graduation outcomes** | • **K-5 DIBELS Composite % At or Above:** See Literacy strategies above.<br>• **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.<br>• **High School Graduation:**<br>1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:**<br>a. Develop school-based course offerings.<br>b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP).<br>c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates.<br>2. **Create data cycles (PDSA) to engage in consistent progress monitoring:**<br>a. Establish dedicated monitoring teams and set consistent meeting schedules:<br>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.<br>b. Identify metrics and timing:<br>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.<br>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-** |

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| | **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 monitor progress toward the SPP goal, we will track key literacy, academic, and graduation-readiness indicators. In grades K–5, we will monitor DIBELS benchmark performance, subskill growth, and movement toward benchmark. In grades 6–8, we will track GPA, course failures, and growth following interventions, while considering attendance and behavior trends. Family engagement will also be monitored through Student Learning Plan meetings. Together, these data will help us assess progress, identify gaps, and adjust strategies to support student success. |
| **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 | 60.0% | 57.4% | 44.5% | 39.0% | 29.4% |

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| **STRATEGY: Steps for improving student wholeness outcomes** | 1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:**<br>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).<br>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.<br>c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness.<br>d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance.<br>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.<br><br>2. **Engage families consistently to build school-family connections and belonging:**<br>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.<br>b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families.<br><br>3. **Create environments to promote belonging and engagement for all students:**<br>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), |

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| | meeting regularly to progress monitor Tiers I-III supports.<br>b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance.<br>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 monitor progress toward the SPP goal, we will track weekly attendance rates, students attending 90% or more of the time, chronic absenteeism, and attendance data accuracy. We will review student trackers and Student Learning Plans to assess whether targeted interventions improve attendance. Family engagement, school climate, and biweekly attendance team/PDSA data will also be monitored to evaluate progress and adjust strategies as needed. |
| **EQUITY CONSIDERATIONS** | |