SY 2026-2027 School Performance Plan

School Name 12-Lakeland Elementary/Middle School **Principal Name:** Coralbeth Garcia

School's Mission:	School's Vision:
With enthusiasm, dedication and patience, we create a safe learning community, full of opportunities, that challenges all individuals in our Lakeland family to explore, grow, and achieve.	We are a community school that empowers our diverse learners to persevere and make a positive impact on our world.

School Name 12-Lakeland Elementary/Middle School **Principal Name:** Coralbeth Garcia

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)	27.4%	33.3%	36.3%	39.6%	42.8%
MCAP ELA Avg Performance Level (Growth)	2.07	2.23	2.25	2.28	2.33

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?	New Read Assessments, DIBELS progress monitoring & benchmark assessments
EQUITY CONSIDERATIONS	Last school year, some students were enrolled in multiple Tier 2 instruction groups. This school year, we are cross-referencing data and enrollment lists to ensure more students are reached, rather than some students receiving multiple Tier 2 supports. Our ILT team is focusing on specific student subgroups for schoolwide data when determining schoolwide instructional moves. During instructional leadership team meetings, leadership share the performance of various populations and evaluate school-wide outcomes and make adjustments needed to provide support for students of all backgrounds. Leadership will reflect the biases that are identified in the data based on the outcomes they review in their monthly ILT meetings.

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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)	6.6%	10.8%	14.4%	17.8%	24.3%
MCAP Math Avg Performance Level (Growth)	1.56	1.68	1.74	1.82	1.98

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 be using a multiplicity of data sources to monitor our progress towards the SPP goals. These are

making progress toward your SPP goal?	• 3rd - 5th grade Number worlds (Tier III) data reports, • growth from Pre-Unit to Post-Unit Reveal assessments; -iReady data from BOY to MOY; • implementation of data cycles and their completion as monitored during vertical planning sessions; -Continuation of The Writing Revolution strategies to increase overall achievement with modeling and reasoning tasks in grades 3 - 8.
EQUITY CONSIDERATIONS	During instructional leadership team meetings, leadership share the performance of various populations and evaluate school-wide outcomes and make adjustments needed to provide support for students of all backgrounds. Leadership will reflect the biases that are identified in the data based on the outcomes they review in their monthly ILT meetings.

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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 Composite % At or Above: 1. Utilize 9-week literacy data cycles (PDSA) to engage in consistent progress monitoring: a. K-5 literacy teachers, ELD teachers and SPED teachers have weekly 90 minute collaborative meetings with Literacy coaches, b. K-5 teachers will use DIBELS BOY, MOY, and EOY to identify progress towards our SPP goal. c. DIBELS progress monitoring will be every 3 weeks for red and every 6 weeks for yellow. Progress monitoring data will be pulled for collaborative planning every 6 weeks. d. K-5 teachers will use Amplify Data Analysis Protocol after every progress monitoring window to specify. Based on the probe notes, teachers will analyze: what letters, sounds, words, and patterns need to be planned for in small group instruction, what activities can you plan for that addresses the skill and the content needed by the students. Coaches and leadership members will have access to the Amplify Data Analysis Protocol and provide feedback on teachers action steps. Coaches and leadership members will observe specific students during learning walks and observations to analyze if the action steps are being done in small group. e. Plans to address gaps and creation of plans will occur during Collaborative Planning using Amplify Data Analysis Protocols. Grade 6-8 GPA Less Than 2.0: Using the PDSA cycle, the guidance counselor will maintain a confidential spreadsheet identifying scholars who failed one or more classes during the previous school year. Plan: Meet individually with identified scholars and administer an executive-functioning preassessment. Scholars will be grouped according to similar needs, such as time management, organization, independently tracking their grades, and effectively using Coach Class. Do: Scholars will participate in three targeted small-group sessions followed by an individual check-in. Meeting dates, assessment results, supports provided, and progress-monitoring notes will be documented in the spreadsheet. Study: Scholars' academic progress will be reviewed at progress-report and quarterly grading periods to determine the effectiveness of the support. Act: After Quarter 1, the team will regroup to determine whether additional scholars should be added to the intervention groups or whether scholars demonstrating sufficient progress can be released from direct support and moved to ongoing grade monitoring.

	Parents and caregivers will receive a TalkingPoints message explaining that their scholar will meet with the guidance counselor as part of the School Performance Plan and the school's ongoing academic-support efforts.
EQUITY CONSIDERATIONS	During instructional leadership team meetings, leadership share the performance of various populations and evaluate school-wide outcomes and make adjustments needed to provide support for students of all backgrounds. Leadership will reflect the biases that are identified in the data based on the outcomes they review in their monthly ILT meetings.

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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	48.5%	39.3%	33.2%	28.5%	24.3%

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?	1) Four-week PDSA data cycles and consistent progress monitoring a. Team: Nelson, Sponseller, Fonseca, K. Masters, Lebar, and Foldenauer meet weekly to review data and assign follow-up, with a target of 15 or more reviews by the end of Semester 1. b. Data points (Infinite Campus, Panorama, Climate 2.0): • Chronic absenteeism rate and overall attendance rate, tracked against the same instructional day the prior year. SY25-26 closed at 24.3% and roughly 93%. • Movement across attendance bands: 95% and above, 90 to 94%, 80 to 89% (Tier 2), and below 80% (Tier 3). • Excused versus unexcused absence rate, which improved from roughly 77% unexcused to 71% last year. 2) Family engagement: attendance contacts logged in Infinite Campus by type and volume (e.g., home visits), along with the number of days between the outreach trigger and the documented contact. We will also track attendance change for students in the 20 school days following a diligent effort. 3) Belonging and tiered supports: Maryland School Climate Survey and 5Es results for belonging and nurturing relationships, reviewed against Climate Action Plan actions for the four district domains; Tier II and Tier III rosters in Panorama with attendance tracked before and during each intervention; and office referral and suspension data reviewed alongside attendance to surface students whose absences and behavior concerns share a root cause.
EQUITY CONSIDERATIONS	During instructional leadership team meetings, leadership share the performance of various populations and evaluate school-wide outcomes and make adjustments needed to provide support for students of all backgrounds. Leadership will reflect the biases that are identified in the data based on the outcomes they review in their monthly ILT meetings.