SY 2026-2027 School Performance Plan

School Name 81-North Bend Elementary/Middle School **Principal Name:** Patience Hein

School's Mission:	School's Vision:
In pursuit of our vision, North Bend Elementary Middle School works to ensure all students are able to advance their intellectual, moral, civic and creative capacities to the fullest by creating safe and inclusive spaces for rigorous and culturally-responsive instruction.	We expand equity at North Bend Elementary Middle School by empowering all students to pursue their aspirations and achieve their fullest personal and academic potential.

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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)	21.4%	28.6%	31.3%	31.4%	35.1%
MCAP ELA Avg Performance Level (Growth)	1.96	2.13	2.19	2.18	2.22

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?	1) Consistent implementation of weekly collaborative planning meetings and team meetings (data dives) 2) Increased teacher understanding of Common Core State Standards and district curricula 3) Implementation of Heggerty, Fundations, and Wit and Wisdom with fidelity. This includes review of curriculum based assessments: Fundations Unit Assessments and Wit & Wisdom End of Modules. 4) Implementation of Tier II and Tier III intervention programs through consistent progress monitoring in Panorama 5) Ongoing professional learning around TWR and the implementation of writing strategies in all classrooms 5) Increased academic performance by students on Fundations and Wit and Wisdom assessments
EQUITY CONSIDERATIONS	1) Consistent small group instruction for all students through MTSS 2) Increased push-in services for SPED students 3) Increased push-in services for ELD students 4) Targeted learning opportunities for GAL students

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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)	6.0%	13.3%	15.7%	16.9%	16.2%
MCAP Math Avg Performance Level (Growth)	1.47	1.69	1.81	1.77	1.80

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	1) Consistent implementation of weekly collaborative planning meetings and team meetings (data dives)

making progress toward your SPP goal?	2) Increased teacher understanding of Common Core State Standards and district curricula 3) Implementation of Reveal Math and ALEKS with fidelity: This includes review of Reveal Unit Assessments and the Aleks rates. 4) Implementation of Tier II and Tier III intervention programs through consistent progress monitoring in Panorama 5) Ongoing professional learning around TWR and the implementation of writing strategies in math classrooms 5) Increased academic performance by students on Reveal Math assessments
EQUITY CONSIDERATIONS	1) Consistent small group instruction for all students through MTSS 2) Increased push-in services for SPED students 3) Increased push-in services for ELD students 4) Targeted learning opportunities for GAL students

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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?	1) Regular and consistent ILT meetings to review DIBELS and core course failures 2) Regular and consistent analysis of mid-quarter and end of quarter grades to identify students at risk of course failure 3) Implementation of supports and interventions for students identified as at risk of failure 4) Reduction in the number of students failing core course content in grades 6-8 5) Regular review of Dibels progress monitoring data (3-week and 6-week cycle) 6) Implementation of small group instruction using Dibels data to drive small group lessons 7) Utilize Literacy Coach and Interventionist to co-teach and model Fundations to strengthen teachers' internalization of the curriculum and ensure fidelity in implementation 8) Implementation of Magpie to support strong foundational literacy for K-2
EQUITY CONSIDERATIONS	1) Consistent small group instruction for all students through MTSS 2) Increased push-in services for SPED students 3) Increased push-in services for ELD students 4) Targeted learning opportunities for GAL students

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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	55.1%	51.0%	45.8%	43.6%	43.6%

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?	1) Increased personalized outreach around attendance (i.e., phone calls and home visits occurring daily and weekly, as needed) 2) Decrease in the number of students identified as chronically absent 3) Implementation of bi-weekly attendance meetings to monitor attendance data of identified students with attendance concerns and plan attendance incentives 4) Increase services and resources offered to families to encourage and support attendance 5) Regularly pull and monitor data for students that exhibit at least 3 consecutive days of absences 6) Ensure daily attendance is accurate and submitted by teachers each day 7) Engage in 4-week PDSA cycles to encourage attendance 8) Students and parents identify a strong culture and climate as measured through observations and feedback
EQUITY CONSIDERATIONS	We will increase student and family engagement in an effort to build stronger family relationships that will help us better understand the unique barriers to each family in order to provide appropriate and individualized supports.