SY 2026-2027 School Performance Plan

School Name 345-Joseph C. Briscoe Academy **Principal Name:** Tamika Daniels

School's Mission:	School's Vision:
At Joseph C. Briscoe Academy, we build meaningful relationships with students and create a supportive learning environment where they can grow academically, socially, and personally. Through rigorous and relevant instruction, real-world learning, and individualized support, students develop the skills, confidence, and independence needed to succeed in school and life beyond JCBA.	At Joseph C. Briscoe Academy, we connect hearts and minds so every student feels known, valued, and capable of success. We empower students to build on their strengths, experience success in school, and confidently pursue employment, entrepreneurship, enlistment, or enrollment.

School Name 345-Joseph C. Briscoe Academy **Principal Name:** Tamika Daniels

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)	8.3%	14.3%	<=5%	<=5%	<=5%
MCAP ELA Avg Performance Level (Growth)	1.54	1.71	1.44	1.54	1.38

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?	JCBA will use multiple sources of evidence to monitor progress toward the goal of 26.3% of students achieving proficiency on the Spring 2027 ELA MCAP assessment, including: Imagine Learning+ (IL+) diagnostic data: Beginning-, middle-, and end-of-year diagnostic performance, student growth between assessment windows, and identified strengths and skill needs. HQIM and classroom-based assessments: Performance on formative assessments, curriculum-based assessments, exit tickets, culminating tasks, and other standards-aligned measures. Student writing samples: Baseline-to-current growth in sentence construction, paragraph development, written expression, evidence-based responses, and students' ability to explain and defend their thinking. MCAP practice assessment data: Overall performance, performance by standard/domain, written-response performance, and progress toward proficiency. Learning Walk/KickUp data: Evidence of HQIM implementation, schoolwide Writing Revolution strategies, student discourse, writing opportunities, differentiation, and other identified literacy practices. Collaborative planning/student work analysis: Evidence of student growth, persistent areas of need, instructional adjustments, and the impact of strategies implemented through professional learning cycles. Targeted support/intervention data: Student participation, work completion, classroom performance, and assessment growth for students receiving additional literacy support. Once Achieve3000 becomes available, applicable Achieve3000 usage and progress-monitoring data will be added. Student-group data: Assessment and growth data will be disaggregated by identified student groups, including students with disabilities and other MSDE-identified student groups, as applicable. Spring 2027 ELA MCAP: Percentage of students achieving proficiency, with a schoolwide target of at least 26.3%.
EQUITY CONSIDERATIONS	

School Name 345-Joseph C. Briscoe Academy Principal Name: Tamika Daniels

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%	22.2%
MCAP Math Avg Performance Level (Growth)	1.13	1.08	1.17	1.13	1.56

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	JCBA will use multiple data points to monitor progress toward the school's mathematics SPP goal, including:

making progress toward your SPP goal?	Math diagnostic data: Beginning-, middle-, and end-of-year diagnostic results used to identify student strengths, foundational skill gaps, and growth over time. Numeracy Development Framework and Algebraic Reasoning data: Student performance on applicable district mathematics measures used to monitor progress in foundational numeracy and algebraic reasoning. Reveal Math/HQIM assessments: Student performance on unit/module assessments, lesson assessments, and other curriculum-based measures, including mastery of priority standards and growth across instructional units. Classroom formative assessment data: Exit tickets, checks for understanding, student work, and other short-cycle assessments used to identify skills requiring reteaching or additional support. ALEKS intervention data: Student participation and usage, skills/topics mastered, knowledge checks, progress within identified skill areas, and growth over time. ALEKS data will be reviewed alongside classroom and assessment data to identify students requiring continued intervention, adjustments to targeted supports, or additional reteaching. MCAP practice and assessment data: Student performance by mathematical domain/standard, changes in performance over time, and progress toward proficiency. Student work analysis: Evidence of growth in students' ability to solve problems, show their work, explain mathematical reasoning, use appropriate mathematical vocabulary, and apply skills independently. Learning Walk/observation data: Evidence of consistent HQIM implementation, lesson internalization, use of the Unit and Lesson Planning Protocols, checks for understanding, differentiation, and opportunities for meaningful mathematical discourse. Collaborative planning data: Documentation of unit and lesson planning, analysis of student work and assessment results, identified instructional adjustments, and follow-up on strategies implemented through professional learning cycles. Reteaching and reassessment data: Number and percentage of students demonstrating improved

	mastery following targeted reteaching and reassessment of identified skills or standards. Intervention data: Student participation and progress in additional targeted Tier II/Tier III mathematics supports, as applicable, including changes in performance following intervention. Student-group data: Math achievement and growth data disaggregated by grade level and identified student groups to determine where additional or differentiated supports are needed.
EQUITY CONSIDERATIONS	

School Name 345-Joseph C. Briscoe Academy Principal Name: Tamika Daniels

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	11.1%	20.0%	14.3%	25.0%	pending

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?	JCBA will monitor progress toward the 14% four-year graduation rate goal using the following data points: On-Track-to-Graduation (OTG) Dashboard: Percentage and number of students on track for graduation, with particular attention to potential graduates and students identified as off track. Credit attainment: Credits earned compared to credits required for graduation, including identification of credit gaps and successful completion of credit recovery. Course performance: Weekly grades, quarterly progress reports/report cards, course pass/fail rates, and GPA to identify students at risk of falling off track. Graduation requirement completion: Progress toward required coursework, assessments, service-learning hours, and other graduation requirements. Attendance and engagement: Student attendance, chronic absenteeism, inactive/no-show students, and changes in attendance following reengagement efforts and family outreach. Individual graduation plans/SLPs: Completion and ongoing review of individualized student plans, including documented barriers, supports, interventions, and progress toward graduation. Intervention data: Student participation and progress in academic supports, Coach Class, credit recovery, and other targeted interventions implemented for students who are off track. CCR Dashboard: Percentage of students demonstrating College and Career Readiness and progress toward an identified postsecondary pathway aligned to the 4 E's (Enrollment, Employment, Enlistment, and Entrepreneurship). Quarterly graduation reviews: Changes in the number and percentage of students on track for graduation from one monitoring period to the next.
EQUITY CONSIDERATIONS	

School Name 345-Joseph C. Briscoe Academy Principal Name: Tamika Daniels

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	92.3%	86.4%	94.7%	88.5%	80.4%

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?	JCBA will monitor progress toward reducing chronic absenteeism to 57.2% using the following data points: Chronic absenteeism rate: Monthly percentage and number of students identified as chronically absent, compared to the 57.2% annual target. Average Daily Attendance (ADA): Schoolwide monthly attendance rate and changes across each four-week data cycle. Individual student attendance: Number of days absent, attendance percentage, consecutive absences, and changes in attendance patterns for students identified for targeted support. Reasons for absence: Review documented reasons for student absences, including suspension/exclusionary discipline, incarceration or outside-agency involvement, family or transportation barriers, and other identified factors. This data will be used to distinguish contributing causes of chronic absenteeism and determine appropriate interventions. Infinite Campus attendance reports: Consecutive Absence Reports, No Show Student Lists, and applicable data-cleansing reports used to identify students requiring outreach, reengagement, or attendance-record review. Family and student engagement: Documentation of phone calls, letters, conferences, home visits, student check-ins, and other outreach efforts, including successful contact and reengagement of students and families. Student Learning Plans: Identified individual barriers/root causes, interventions provided, attendance goals, and student progress following intervention.

	School connectedness and engagement: Student participation in attendance incentives, trusted-adult check-ins, school activities, and other Tier I–III supports intended to strengthen relationships, belonging, and engagement. Student-group trends: Chronic absenteeism and attendance trends disaggregated by grade level and identified student groups to determine whether particular groups experience different barriers or require additional supports. Systems-level barriers: Document patterns in cases involving outside agencies or systems, including delays in notification or communication that affect the school's ability to verify student status, maintain accurate records, or initiate timely reengagement supports.
EQUITY CONSIDERATIONS	