SY 2026-2027 School Performance Plan

School Name 245-Leith Walk Elementary/Middle School **Principal Name:** Ashanti Chambers

School's Mission:	School's Vision:
Leith Walk fosters a safe, inclusive, and supportive environment where every LEGEND receives an equitable education, empowering students to thrive academically, socially, and emotionally and contribute meaningfully to their community and beyond.	At Leith Walk Elementary/Middle School, students lead with purpose, excel with confidence, grow with curiosity, and leave a legacy—because Where L.E.G.E.N.D.S. Are Made is not just our motto, but who we are.

School Name 245-Leith Walk Elementary/Middle School **Principal Name:** Ashanti Chambers

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)	14.3%	20.1%	21.5%	26.8%	24.3%
MCAP ELA Avg Performance Level (Growth)	1.84	1.98	2.03	2.10	2.05

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?	Interim Assessments Increase the percentage of students demonstrating proficiency on standards-aligned interim assessments. Monitor movement between performance levels, not only increases in raw scores. Identify students moving from beginning/developing toward proficient and from proficient toward advanced. DIBELS K–5 Monitor BOY, MOY, and EOY composite performance. Progress monitor students below benchmark according to identified need. Track the percentage of students moving from red to yellow, yellow to green, and maintaining benchmark. Analyze individual DIBELS subtests to determine whether targeted intervention is closing specific foundational literacy gaps. i-Ready Reading (Middle School) Monitor diagnostic growth from BOY to MOY to EOY. Track the percentage of students moving up at least one placement level. Monitor Typical Growth and Stretch Growth, with particular attention to students performing two or more grade levels below. End-of-Module/Unit Assessments Track the percentage of students demonstrating mastery of priority grade-level standards. Identify standards requiring reteaching and reassessment. Compare initial assessment performance with reassessment results. Student Writing Use a common constructed-response rubric to monitor students' ability to answer the question, develop a claim, cite relevant textual evidence, and explain their reasoning (CER) Review writing samples across ELA, science, and social studies. Track growth from initial response to revised or reassessed response.

	Collaborative Planning Evidence that teachers identify the lesson outcome, grade-level task, anticipated student response, success criteria, planned questions, scaffolds, and checks for understanding before instruction. Evidence that student data are used to form groups and identify specific instructional responses. Instructional Walks Monitor for: Grade-level complex text and tasks. Alignment between the lesson objective, task, and student work. Students doing the majority of the thinking, reading, writing, and discussion. Evidence-based student responses. Appropriate scaffolds that maintain rigor. Small-group instruction aligned to identified student needs. Coaching Cycles Document the identified teacher action step. Monitor implementation through follow-up observations. Review student work after implementation to determine whether the change in teacher practice produced an improvement in student outcomes.
EQUITY CONSIDERATIONS	Every literacy checkpoint will be disaggregated by student group to ensure that schoolwide averages do not mask persistent achievement gaps. Data will be reviewed for: Students with Disabilities Multilingual Learners Black/African American students Hispanic/Latino students Economically disadvantaged students Gifted and Advanced Learners Students experiencing chronic absenteeism

	Grade level and grade band Access to Grade-Level Instruction All students will have access to grade-level texts, standards, tasks, and learning outcomes. Students with disabilities and multilingual learners will receive intentional scaffolds such as modeling, vocabulary support, sentence frames, chunking, graphic organizers, repeated reading, and targeted small-group instruction without reducing the rigor of the grade-level task. Students significantly below grade level will receive intervention targeting unfinished foundational skills while continuing to participate in grade-level Tier I instruction. Students with Disabilities For SWD, teams will monitor whether accommodations, specially designed instruction, intervention, and co-teaching are resulting in measurable movement toward grade-level proficiency. Data reviews will determine: The specific literacy barrier. The targeted instructional response. Whether the intervention is producing growth. Whether the student is successfully transferring intervention skills into Tier I instruction. This is especially important because the literacy AMO table shows significant proficiency gaps for students with disabilities in both elementary and middle school. Multilingual Learners ML students will receive explicit vocabulary instruction, language supports, modeling, opportunities for structured academic discourse, and scaffolds for written responses while maintaining grade-level content expectations. Teams will monitor both comprehension and students' ability to independently communicate their thinking. Gifted and Advanced Learners

	GAL students will receive extension rather than additional practice. Tasks should require deeper analysis, synthesis, multiple-text comparison, research, argumentation, and increasingly independent application. The goal is not only to maintain proficiency but to accelerate students toward advanced performance. Attendance and Literacy Literacy data will be cross-referenced with attendance data to identify whether inconsistent attendance is contributing to interrupted Tier I instruction, intervention, or progress monitoring. Equity Monitoring Question At every data checkpoint, the ILT will ask: Which students and student groups are not demonstrating expected growth, what barrier is preventing progress, what specific instructional response will occur, who is responsible, and when will we reassess?

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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%	5.5%	5.2%	8.7%	5.4%
MCAP Math Avg Performance Level (Growth)	1.34	1.45	1.44	1.55	1.57

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	Interim Assessments

making progress toward your SPP goal?	Monitor the percentage of students demonstrating proficiency on grade-level standards. Track movement between performance levels, not only changes in average score. Identify which students remain in the lowest performance bands and which are accelerating toward proficiency. i-Ready Math Monitor BOY, MOY, and EOY placement. Track Typical Growth and Stretch Growth. Monitor movement from three or more grade levels below toward grade-level performance. Disaggregate growth by grade and student group. Reveal Math Unit and Module Assessments Track mastery of grade-level priority standards. Identify standards requiring reteaching. Compare initial performance to reassessment results. Monitor whether students can independently apply learning after reteaching. Daily Checks for Understanding and Exit Tickets Use standards-aligned exit tickets to identify misconceptions before the next lesson. Monitor whether students are demonstrating both procedural accuracy and conceptual understanding. Use results to adjust groups and determine immediate instructional response. Student Work and Math Journals Review student work for evidence that students can: Represent mathematical thinking. Explain reasoning. Justify a solution. Use multiple strategies. Connect representations. Apply learning to unfamiliar problems.

	Mathematical Discourse Monitor the extent to which students: Explain their thinking. Respond to peers. Defend or revise a solution. Use academic mathematical vocabulary. Engage in reasoning rather than simply provide answers. These measures align directly to the evidence already named in the plan, including MCAP, i-Ready, district assessments, exit tickets, student work, math journals, discourse, intervention data, and small-group logs. Adult Implementation Evidence Purposeful Planning Planning should show: Grade-level standard and objective. Anticipated student response. Success criteria. Key mathematical concept. Planned questions. Likely misconceptions. Scaffolds. Extension opportunities. Checks for understanding. Instructional Walks Leaders should monitor for: Alignment to Reveal Math. Grade-level rigor. Student thinking rather than teacher telling. Use of representations and manipulatives where appropriate. Mathematical discourse.

	Productive struggle. Checks for understanding. Differentiation without reducing rigor. Co-Teaching Evidence should show: Joint planning. Shared instructional responsibility. Purposeful co-teaching model. Appropriate scaffolds. SWD participating in grade-level mathematics. Both educators responding to student evidence. Coaching Cycles Each cycle should include: One high-leverage action step. Modeling or rehearsal when needed. Implementation in the classroom. Follow-up observation. Review of student work. Decision about whether the change improved student performance.
EQUITY CONSIDERATIONS	

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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 Evidence BOY, MOY, and EOY DIBELS Composite Percentage of students at or above benchmark. Percentage of students below and well below benchmark. Movement from red to yellow and yellow to green. Grade-level trends across each assessment window. DIBELS Subtest Growth Monitor performance in specific foundational literacy skills such as: Phonemic awareness. Decoding. Word reading. Oral reading fluency. Accuracy. Comprehension, where applicable. Progress Monitoring Weekly or biweekly progress-monitoring results for students below benchmark. Rate of improvement. Number and percentage of students responding to intervention. Students requiring a change in intervention because expected growth is not occurring. Intervention Fidelity Monitor: Intervention frequency. Minutes provided. Group size. Alignment between the intervention and identified skill deficit. Whether intervention occurred as scheduled.

	Whether the student was present to receive the intervention. Grades 6–8 GPA Evidence GPA Monitoring Percentage of students below a 2.0 GPA. Percentage moving from below 2.0 to 2.0 or above. Students newly falling below a 2.0. Students remaining below a 2.0 across multiple checkpoints. Course Performance Monitor: Number of failing courses. Core course failures. Missing assignments. Assessment performance. Grade changes between progress-report and report-card periods. Attendance Cross-reference GPA with: Chronic absenteeism. Weekly attendance. Consecutive absences. Missed instructional days. Intervention Response For each student below a 2.0 GPA, teams should document: Identified barrier. Intervention. Responsible adult. Family communication. Student check-in.

	Reassessment date. Evidence that the intervention improved course performance.
EQUITY CONSIDERATIONS	Every DIBELS and middle school GPA checkpoint will be disaggregated by student group to ensure that overall improvement does not mask students who continue to experience disproportionate academic risk. Data will be reviewed for: Students with Disabilities Multilingual Learners Black/African American students Hispanic/Latino students Economically disadvantaged students Students experiencing chronic absenteeism Grade level Students receiving Tier II or Tier III intervention K–5 Foundational Literacy Students below benchmark will receive intervention aligned to their specific skill deficit rather than broad remediation. SWD and MLL students will receive explicit modeling, targeted foundational skills instruction, language supports, and appropriate accommodations while maintaining access to grade-level Tier I literacy instruction. Teams will monitor whether these students are not simply growing, but closing the gap toward benchmark. Students with Disabilities Teams will examine whether intervention, specially designed instruction, accommodations, and classroom instruction are working together rather than operating as separate systems. For students not responding to intervention, the team will determine whether the issue involves: Skill match. Intervention intensity.

	Frequency. Group size. Attendance. Fidelity. Need for a different instructional approach. Multilingual Learners ML students will receive appropriate language supports while foundational literacy needs are addressed. Teams will distinguish between language acquisition needs and underlying reading skill deficits so that students receive the correct instructional response. Middle School GPA Students below or approaching a 2.0 GPA will be identified early rather than waiting until the end of a marking period. Teams will review: Course failures. Attendance. Missing work. Assessment data. Student engagement. Intervention participation. Supports will be matched to the actual barrier. Attendance Because attendance directly affects both DIBELS intervention and middle school course performance, attendance data will be reviewed alongside academic data. Students experiencing chronic absenteeism will receive coordinated academic and attendance supports rather than treating the two issues separately. Equity Monitoring Question

	At every checkpoint, teams will ask: Which students are not making expected progress, what barrier is preventing movement, what additional or different support will be provided, who owns the intervention, and when will we check again?

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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	49.6%	49.1%	36.0%	29.8%	43.3%

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?	Schoolwide Attendance Evidence Chronic Absenteeism Rate Overall chronic absenteeism rate. Comparison to SY25–26 baseline. Monthly and quarterly changes. Grade-level and grade-band trends. Average Daily Attendance Schoolwide ADA. Monthly ADA. Grade-level ADA. Identification of historically low-attendance months. Student-Level Attendance Track: Students with 3 or more absences. Students with 5–9 absences. Students with 10 or more absences. Students approaching the chronic absenteeism threshold. Students moving out of chronic absenteeism. Students whose attendance is worsening. Tiered Intervention Evidence Tier 1

	Attendance incentives and celebrations. Schoolwide communication. Student awareness of attendance expectations. Classroom attendance routines. Tier 2 Monitor: Number of students receiving check-ins. Mentoring. Family conferences. Attendance plans. Frequency of intervention. Change in attendance after intervention begins. Tier 3 Monitor: Individual attendance plans. Home visits. Case management. Community resource referrals. Transportation or health supports. Attendance contracts, where appropriate. Change in attendance following intervention. Family Engagement Evidence Monitor: Percentage of families contacted after early absences. Response rate to outreach. Family conferences completed. Home visits completed. Family-reported barriers.

	Referrals to outside resources. Follow-up after support is provided. Student Engagement Evidence Use: Student surveys. Sense-of-belonging data. Mentoring participation. Extracurricular participation. Advisory attendance. Student interviews or check-ins.
EQUITY CONSIDERATIONS	All attendance data will be disaggregated by: Students with Disabilities Multilingual Learners Black/African American students Hispanic/Latino students Economically disadvantaged students Grade level and grade band Students experiencing housing instability Students experiencing transportation barriers Students experiencing health-related barriers Students already identified as chronically absent The school will monitor not only whether overall attendance is improving, but whether specific student groups continue to experience disproportionately high rates of absenteeism. Barrier-Based Intervention Attendance interventions will be matched to the actual reason for the student's absences. A student experiencing transportation barriers should not receive the same intervention as a student experiencing school avoidance, chronic health concerns, family instability, or disengagement.

	Students with Disabilities Teams will examine whether health needs, transportation, IEP-related services, school avoidance, or other barriers disproportionately affect attendance. Supports will be coordinated with families, special educators, related service providers, and appropriate school-based partners. Multilingual Learners Families will receive attendance communication in accessible language and through the communication method most likely to reach them. Teams will monitor whether language barriers are limiting family understanding of attendance expectations, available resources, or intervention plans. Economically Disadvantaged Students Teams will examine barriers such as: Transportation. Housing instability. Family work schedules. Childcare responsibilities. Access to healthcare. Basic needs. Interventions should connect families with available school and community resources rather than relying only on warnings or attendance notices. Middle School Students Because middle school students may experience disengagement differently from younger students, the school will monitor: Sense of belonging.

	Adult connections. Mentoring. Extracurricular participation. Advisory engagement. Course performance. Attendance and Academic Outcomes Attendance data will be cross-referenced with: GPA. Course failures. DIBELS. i-Ready. Intervention participation. Assessment performance. This will help determine whether absenteeism is contributing to academic gaps and whether students need coordinated academic and attendance supports. Equity Monitoring Question At each attendance review, the team will ask: Which students or student groups are missing the most school, what is causing the absences, what support has been provided, is the support working, and what needs to change next?