SY 2026-2027 School Performance Plan

School Name Katherine Johnson Global Academy **Principal Name:** Ryan M. Stokeling

School's Mission:	School's Vision:
At KJGA, our mission is to cultivate a dynamic learning environment that fosters global academic achievement and empowers students' holistic growth. We are dedicated to nurturing curious minds, encouraging critical thinking and promoting a passion for lifelong learning. We believe in the power of individualized support and personalized learning experiences.	KJGA Rockets will strive to become global citizens, student leaders, and use their student voice to impact their class, school, and world around them.

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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)	<=5%	6.6%	8.7%	9.7%	12.1%
MCAP ELA Avg Performance Level (Growth)	1.55	1.68	1.72	1.76	1.80

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?	KJGA will use the following strategies to monitor progress toward our SPP goal: • DIBELS 8 benchmark & progress monitoring data (Grades 3–5) • i-Ready ELA diagnostics (fall, winter, spring) • Amplify Boost & Early Literacy Tutor progress trackers • Fundations unit assessments & fidelity checks (3rd Grade) • Student writing samples scored with rubrics in PLCs • ILT walkthrough data aligned to literacy look-fors
EQUITY CONSIDERATIONS	KJGA will consider equity for all students through the following: • Include SPED and ELD teachers in Academic Planning • Offer professional development regarding understanding IEP snapshots and the individualized accommodations required as well as The "Can Do" indicators for ML students • Increase opportunities for Professional Development for all instructional staff

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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)	<=5%	<=5%	<=5%	<=5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.18	1.21	1.25	1.31	1.28

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	KJGA will use the following strategies to monitor progress toward our SPP goal:

making progress toward your SPP goal?	-i-Ready Math Diagnostics & Growth Measures -Reveal Math end-of-unit and module assessments -ALEKS reports and math intervention trackers -Math fluency checks, exit tickets, and student work samples -PLC agendas/notes focused on reteaching and intervention planning -ILT walkthroughs emphasizing math discourse and small-group practices -ANet Milestone Assessments
EQUITY CONSIDERATIONS	KJGA will consider equity for all students through the following: • Utilizing Snapshots (IEP- 504, IEP, MLL scaffolds & accommodations) & Can Dos (ML Students) • Driving rigorous instruction through ILT walkthroughs, observations, and professional development • Consistent messaging regarding instructional accountability for ALL students and staff • SPED team/ Teachers/ Staff require professional development around Supplementary Aids & Supports • Accountability on LPs vs Look-fors during walkthrough

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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?	KJGA will use the following strategies to monitor progress toward our SPP goal: -DIBELS composite & sub-skill reports (K–5) • Middle grades GPA reports disaggregated by subgroup • EWI (Early Warning Indicators) trackers and Tier 2/Tier 3 case manager logs -Parent communication logs tied to GPA/credit recovery follow-up
EQUITY CONSIDERATIONS	KJGA will consider equity for all students through the following: • Disaggregating GPA and DIBELS results by subgroup to identify which groups fall furthest behind. • Providing targeted Tier 2 tutoring, GPA recovery, and mentoring for students below a 2.0 GPA. • Ensuring all students have equitable access to tutoring, after-school supports, and leadership opportunities.

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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	88.0%	78.1%	70.4%	71.0%	44.8%

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?	KJGA will use the following strategies to monitor progress toward our SPP goal: • Daily attendance data and chronic absenteeism trackers • Attendance team meeting notes & SANE documentation • Suspension and referral data disaggregated by subgroup • ClassDojo reports and usage data • Climate walkthrough observations • Logs of restorative circles/check-in systems
EQUITY CONSIDERATIONS	KJGA will consider equity for all students through the following: • Offer better representation and a sense of belonging for diverse students/ families • Support alignment with core values in correspondences to families (culturally responsive) • Increase field trips criteria that is fair and grounded in core values and communicated early