SY 2026-2027 School Performance Plan

School Name 58-Dr. Nathan A. Pitts-Ashburton Elementary/Middle School **Principal Name:** Nakia McLeod

School's Mission:	School's Vision:
Through every child, every chance, and every day, we will teach our students the power they possess to excel at reaching their maximum and full potential.	Dr. Nathan A. Pitts-Ashburton Elementary/Middle School, a caring and collaborative learning community, ensures every child achieves academic and personal success toward becoming life-long learners who are well-prepared for college, careers, and beyond.

School Name 58-Dr. Nathan A. Pitts-Ashburton Elementary/Middle School **Principal Name:** Nakia McLeod

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)	6.6%	11.5%	9.2%	15.7%	14.9%
MCAP ELA Avg Performance Level (Growth)	1.71	1.84	1.83	1.92	1.89

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?	Evidence will include DIBELS BOY/MOY/EOY and progress-monitoring data; Wit & Wisdom/content assessment results; MCAP-aligned assessment data; SGI, PL, and Tier II/Tier III intervention progress-monitoring data; and student work samples. We will monitor growth in comprehension, use of text evidence, and writing, as well as progress toward 70%+ performance on content assessments and the SY26–27 MCAP ELA goal of 24.6%. Implementation evidence will include lesson plans/internalization artifacts, PL/intervention groupings, intervention logs, walkthrough/observation data, coaching feedback, and PLC/student-work-analysis artifacts to determine whether identified instructional practices are being implemented consistently and with fidelity.
EQUITY CONSIDERATIONS	

School Name 58-Dr. Nathan A. Pitts-Ashburton Elementary/Middle School **Principal Name:** Nakia McLeod

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)	1.39	1.31	1.35	1.33	1.34

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	The team will use the following data points to determine whether the mathematics strategy is making progress toward the SPP goal:

making progress toward your SPP goal?	MCAP Mathematics proficiency and average performance level i-Ready Mathematics diagnostic results, including the percentage of students performing on or above grade level and student growth from BOY to MOY to EOY Reveal Math pre-module, topic, and end-of-module assessment results Exit-ticket and common formative-assessment results aligned to priority standards Student work demonstrating conceptual understanding, mathematical reasoning, modeling, and written justification Intervention-platform data, including student usage, lessons completed, standards mastered, and progress toward assigned goals Small-group instructional data, including student placement, targeted standards, progress-monitoring results, and movement between groups Lesson plans and walkthrough data showing standards-aligned objectives, grade-level tasks, multiple representations, student discourse, frequent checks for understanding, and fidelity to Reveal Math Collaborative-planning agendas, completed data-analysis protocols, and action plans for reteaching and reassessment Results disaggregated by grade level and student subgroup to monitor equitable access and progress
EQUITY CONSIDERATIONS	

School Name 58-Dr. Nathan A. Pitts-Ashburton Elementary/Middle School **Principal Name:** Nakia McLeod

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?	The team will use the following data points to determine whether the Graduation and DIBELS strategies are making progress toward the SPP goals: Percentage of middle school students with a GPA below 2.0 Number and percentage of students failing one, two, or more core courses Quarterly report-card grades, progress-report grades, and weekly grade-entry reports Number of students moving from failing to passing grades following intervention Student attendance, chronic absenteeism, and early-warning indicator data Counselor and MTSS conference logs, family-contact records, and completed student action plans Student participation and progress in tutoring, small-group instruction, and Tier II or Tier III interventions BOY, MOY, and EOY DIBELS Composite results DIBELS progress-monitoring and subskill data, including phonemic awareness, phonics, oral reading fluency, accuracy, and comprehension i-Ready Reading diagnostic growth and intervention data Student performance on comprehension tasks, New Read assessments, question sets, and text-dependent written responses Results disaggregated by grade level and student subgroup to identify differences in access, participation, and outcomes
EQUITY CONSIDERATIONS	

School Name 58-Dr. Nathan A. Pitts-Ashburton Elementary/Middle School **Principal Name:** Nakia McLeod

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	73.6%	71.3%	67.7%	56.9%	42.6%

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?	The team will use the following data points to determine whether the Wholeness strategy is making progress toward the SPP goal: Schoolwide daily attendance rate Chronic absenteeism rate Attendance rates by grade level, homeroom, and student subgroup Number and percentage of students in Tier 1, Tier 2, and Tier 3 attendance categories Student movement between attendance tiers Consecutive Absence, No-Show, and other Infinite Campus attendance reports Attendance data-cleansing reports to monitor the accuracy of attendance entries Number of students identified on the attendance red-flag list Documentation of phone calls, letters, postcards, conferences, empathy interviews, and home visits Family-contact rates and the percentage of identified families successfully reached Student Learning Plans, attendance contracts, assigned interventions, and intervention-completion rates Student responses to attendance interventions, including improved attendance and reductions in absences or tardiness Behavior referrals, suspensions, mentoring participation, check-in/check-out data, and social-emotional support data Student and family survey data related to belonging, relationships, safety, and school connectedness Attendance and behavior outcomes disaggregated by grade level and student subgroup to identify disproportionality
EQUITY CONSIDERATIONS	