SY 2026-2027 School Performance Plan

School Name 233-Roland Park Elementary/Middle School **Principal Name:** Brandon Pinkney

School's Mission:	School's Vision:
RPEMS embodies the art of quality instruction by fostering wholeness for all stakeholders and authentic learning through collaborative partnerships.	At RPEMS, we will empower a thriving community founded on integrity and fueled by innovation.

School Name 233-Roland Park Elementary/Middle School **Principal Name:** Brandon Pinkney

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)	58.2%	64.5%	64.5%	64.4%	68.5%
MCAP ELA Avg Performance Level (Growth)	2.59	2.70	2.70	2.74	2.80

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?	We will implement 9-week literacy data cycles to strengthen progress monitoring of Tier I instruction and the integrity of HQIM implementation. Grade-level and content teams will regularly analyze DIBELS, curriculum-based assessments, MCAP-aligned tasks, student work, and other formative data using a PDSA cycle. Teams will identify students and standards requiring additional support, establish measurable short-cycle goals, implement instructional responses, and use a PDSA process to determine whether those responses are producing the intended outcomes. In grades K–3, teams will systematically monitor Fundations reteaching and reassessment, particularly for students and sections performing below 80% proficiency. Teachers will use assessment data to identify specific foundational literacy skills requiring reteaching rather than broadly repeating previously taught content. Students identified as needing supplemental support will receive an appropriate district-approved Tier II or Tier III literacy intervention, with intervention implementation and progress monitoring documented through PDSA cycles. Intervention data will be routinely reviewed to determine student responsiveness and whether instructional intensity should be maintained, increased, or adjusted. The school will also prioritize Writing in Every Classroom. Across content areas, students will routinely articulate, explain, and defend their thinking in writing using evidence. Academic Planning structures will include regular examination of student writing to determine the effectiveness of instruction, identify trends and misconceptions, and provide students with actionable feedback that improves the quality of their written responses. Finally, professional learning will be organized into cycles directly connected to classroom implementation. Professional learning, collaborative planning, learning walks, formal and informal observations, and leadership feedback will focus on identified literacy needs. Administrators and instructional coaches will use observation evidence to monitor implementation, provide feedback, and determine the next professional learning need.
EQUITY CONSIDERATIONS	To address equity, literacy data will be disaggregated by race/ethnicity, gender, grade level, multilingual learner status, students with disabilities, and district data during each 9-week data cycle. Grade-level Teams will identify disproportionalities in achievement and growth and examine whether students experiencing the greatest gaps are receiving consistent access to HQIM, grade-level rigorous tasks, explicit literacy instruction, appropriate scaffolds, and timely Tier II and III interventions. Particular attention will be given to ensuring that intervention does not unintentionally reduce students' access to

	grade-level core instruction and rigorous learning opportunities. Students performing below benchmark will receive targeted support based on their specific skill needs while continuing to engage with grade-level content. DIBELS, Fundations, curriculum-based assessments, student work, intervention progress-monitoring data, and MCAP data will be used collectively to determine whether supports are accelerating learning. During each data cycle, the leadership team will ask: Which students are making progress? Which students are not? Are any student groups disproportionately represented among students below benchmark? What instructional or systemic barriers may be contributing to these outcomes? What adjustment will we make during the next cycle? Learning walks, KickUp observations, Academic Planning, will then be used to monitor whether identified students are consistently receiving the instructional practices and supports intended to close opportunity and achievement gaps. Equity will be demonstrated not simply by an increase in the schoolwide ELA proficiency rate toward the SY2026–27 target of 76.2%, but by evidence that historically underserved and currently underperforming student groups are demonstrating accelerated growth and that achievement gaps between student groups are narrowing over time.

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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)	41.4%	41.0%	36.8%	41.1%	44.6%
MCAP Math Avg Performance Level (Growth)	2.22	2.25	2.19	2.27	2.31

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	We will implement 9-week mathematics data cycles to consistently monitor Tier I instruction, HQIM implementation, student achievement, and student growth. Grade-level/content teams will analyze

making progress toward your SPP goal?	curriculum-based assessments, formative assessments, MCAP-aligned tasks, student work, and other available data, such as exit tickets using a PDSA cycle. Teams will use the PDSA process to identify priority standards and student groups, establish measurable short-cycle goals, implement targeted instructional responses, and evaluate the effectiveness of those responses. Teachers will systematically reteach and reassess priority mathematical standards and skills when classroom and assessment data demonstrate that students have not yet demonstrated mastery. Reteaching will be targeted to identified misconceptions and will incorporate multiple representations, explicit modeling, opportunities for guided practice, and checks for understanding rather than repeating the original instructional approach. Students identified as requiring supplemental support will receive appropriate Tier II or Tier III mathematics interventions, with interventions and progress monitoring documented through the district's designated MTSS structures. Intervention data will be routinely reviewed to determine whether students are responding to support and whether the frequency, duration, or intensity of intervention needs adjustment. Across mathematics classrooms, teachers will prioritize mathematical discourse and written reasoning. Students will routinely explain how they arrived at solutions, defend their reasoning with mathematical evidence, compare strategies, analyze errors, and respond to the reasoning of their peers. Teachers will use purposeful questioning and discussion structures to shift the cognitive work to students and make student thinking visible. Professional learning will be aligned to cycles of classroom implementation, collaborative planning, learning walks, and formal and informal observations. Administrators and the Math coaches will monitor implementation of HQIM, task rigor, mathematical discourse, questioning, checks for understanding, and responsive small-group instruction and provide timely, actionable feedback.
EQUITY CONSIDERATIONS	Our math data identify a significant equity concern because 55.4% of students did not demonstrate MCAP Math proficiency in SY2025–26. Although overall proficiency increased to 44.6%, the school remained 11.2 percentage points below its 55.8% target, and the Average Performance Level of 2.31 remained below the target of 3.02. As we work toward the SY2026–27 proficiency target of 59.4%, schoolwide improvement must not mask differences in outcomes among student groups. During each 9-week data cycle, mathematics achievement and growth data will be disaggregated by race/ethnicity, gender, grade level, students with disabilities, multilingual learner status, and district data. Teams will examine which

	students are disproportionately represented below proficiency and determine whether differences exist in access to grade-level rigorous tasks, HQIM, high-quality Tier I instruction, mathematical discourse, appropriate scaffolds, and timely intervention. Students performing below grade-level expectations will continue to receive access to rigorous grade-level mathematics instruction while receiving targeted support based on identified skill gaps. Intervention will supplement, not replace access to grade-level content. Particular attention will be given to ensuring that students receiving special education, multilingual learners, and other students requiring additional scaffolds are provided appropriate entry points into rigorous mathematical tasks without reducing cognitive demand. Leadership teams will routinely ask: Who is demonstrating growth? Who is not? Which student groups are disproportionately represented among students below proficiency? Are students experiencing comparable access to rigorous instruction and mathematical discourse across classrooms? What adult practice needs to change to accelerate outcomes for students experiencing the largest gaps?

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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?	We will implement consistent 9-week academic data cycles across K–8, with differentiated monitoring structures for elementary literacy and middle school academic performance. For K–5 literacy, teachers and leadership teams will analyze DIBELS BOY, MOY, EOY, and progress-monitoring data to identify students below benchmark and determine specific areas of need. Students will receive targeted, skill-based small-group instruction within Tier I, with students requiring additional support receiving appropriate Tier II and III intervention. Teams will monitor student response to intervention and adjust groupings, instructional strategies, frequency, and intensity based on progress-monitoring results. The school will continue strengthening Fundations implementation in K–3, including reteaching and reassessment when students or sections demonstrate less than 80% mastery. Leadership and instructional coaches will monitor implementation through collaborative planning, learning walks, KickUp informal observations, and reviews of student performance data. For grades 6–8, the school will maintain an early-warning academic monitoring system focused on students approaching or falling below a 2.0 GPA. Grade-level teams will routinely review grades, missing assignments, assessment performance, attendance, and other relevant academic indicators to identify students before academic concerns become significant. Students identified through the early-warning process will receive targeted supports, which may include academic intervention, tutoring, progress monitoring, student conferences, and family engagement. Therefore, we will use PDSA cycles to evaluate whether interventions are producing the intended outcomes and make timely adjustments when students are not demonstrating sufficient progress.
EQUITY CONSIDERATIONS	While only <=5% of middle school students currently have a GPA below 2.0, we must determine who comprises that <=5% and whether particular student groups are disproportionately represented. Similarly, although 82% of K–5 students are at or above DIBELS benchmark, 18% remain below benchmark, and understanding who comprises that 18% is essential to determining whether all students are benefiting equitably from literacy instruction. During each data cycle, DIBELS and middle school academic data will be disaggregated by race/ethnicity, gender, grade level, students with disabilities, multilingual learner status, and district data. Teams will examine not only differences in outcomes but also differences in students' access to high-quality Tier I instruction, grade-level content, intervention, instructional time, and academic supports.

	For K–5 students below DIBELS benchmark, targeted intervention will supplement rather than replace access to rigorous core literacy instruction. Teams will monitor whether students receiving intervention demonstrate accelerated growth and will adjust the intensity or approach when progress is insufficient. For grades 6–8, teams will examine whether particular student groups are disproportionately represented among students with GPAs below or approaching 2.0 and whether there are differences in course failures, missing assignments, attendance, intervention referrals, or access to academic supports. Each data cycle will answer four equity questions: Who is succeeding? Who is not yet experiencing the same level of success? What barriers to access or opportunity may be contributing to the difference? What adult action will change during the next cycle? Progress will be demonstrated when we sustain a strong reduction in students with GPAs below 2.0 while the students and student groups currently below DIBELS benchmark demonstrate accelerated growth, resulting in measurable narrowing of achievement gaps.

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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	20.4%	22.9%	14.9%	15.7%	12.2%

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?	We will maintain a tiered, data-driven attendance system that combines universal prevention with increasingly individualized intervention. The Attendance Team will review attendance data on a consistent cycle to identify students who are approaching or have reached chronic absenteeism and assign appropriate interventions based on the identified barriers to attendance. Schoolwide Tier I strategies will continue to emphasize the importance of daily attendance through positive messaging, student recognition, incentives, family communication, and efforts to strengthen students' sense of belonging and connection to school. For students demonstrating emerging attendance concerns, we will initiate early family outreach rather than waiting until students become chronically absent. Attendance data will be used to identify patterns, and staff will partner with students and families to understand barriers and develop individualized attendance improvement plans when appropriate. Students with persistent attendance challenges will receive more intensive Tier II and III supports coordinated with counselors, social workers, administrators, community partners, and other appropriate resources. The Attendance Team will use a PDSA cycle to determine whether interventions are improving attendance and adjust supports when students do not demonstrate progress. We will also intentionally connect attendance to student belonging and engagement, recognizing that students are more likely to attend consistently when they feel known, supported, successful, and connected to adults and peers within the school community.
EQUITY CONSIDERATIONS	Although the schoolwide chronic absenteeism rate improved substantially to 12.2%, we will examine which students comprise that 12.2%. Attendance data will therefore be disaggregated by race/ethnicity, gender, grade level, students with disabilities, multilingual learner status, and district data. The Attendance Team will examine whether particular groups are

	disproportionately represented among students who are chronically absent or approaching chronic absenteeism. Equity-focused attendance work will also examine barriers rather than treating all absences as resulting from the same cause. Teams will use available student and family information to understand whether attendance patterns are associated with transportation, health-related barriers, family circumstances, school connectedness, academic challenges, or other factors. Interventions will then be matched to the identified need rather than applying the same response to every student. We will regularly ask: Who is attending consistently? Who continues to experience attendance barriers? Which student groups are disproportionately represented among chronically absent students? What barriers are contributing to these differences? What school-based action or support can remove or reduce those barriers? Equitable progress will be demonstrated when the overall chronic absenteeism rate remains at or below the 12.6% SY2026–27 target while student groups currently experiencing the highest rates of chronic absenteeism demonstrate accelerated improvement and disparities between groups narrow.