# SY 2026-2027 School Performance Plan

**School Name** 241-Fallstaff Elementary/Middle School **Principal Name:** Shakeia Shepherd

| School's Mission: | School's Vision: |
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| To equitably meet the academic, social, emotional and linguistic needs of a diverse student body with a focus on fostering strong relationships with students, families and the community. | We, the Fallstaff learning community, strive to cultivate a a diverse and inclusive educational environment where every student has the tools to flourish academically, socially and linguistically. We seek to foster an experience where all community members feel valued, supported and equipped to contribute to the positive growth of themselves, their families and their communities. |

**School Name** 241-Fallstaff Elementary/Middle School **Principal Name:** Shakeia Shepherd

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: LITERACY | | | | | |
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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result** |
| MCAP ELA Proficiency (Achievement) | 18.3% | 19.4% | 16.2% | 17.3% | 22.8% |
| MCAP ELA Avg Performance Level (Growth) | 1.88 | 1.98 | 1.89 | 1.92 | 1.94 |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach.<br><br>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.<br><br>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.<br><br>**5.** **Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning. |

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| **EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?** | BOY i-Ready Reading Diagnostic: BOY data provides a baseline of student performance and identifies specific reading domains and skill areas where students are performing below grade-level expectations. i-Ready reports can provide domain-level information and instructional recommendations that can be used to identify student needs.<br><br>Wit and Wisdom formative and summative assessments, including Focusing Question Tasks, New-Read Assessments, and End-of-Module Tasks, which provide evidence of students' ability to apply grade-level reading and comprehension skills.<br><br>Classroom/student work evidence: Analysis of student work and assessment results can be used to identify differences in how consistently students are receiving grade-level literacy instruction, responding to complex texts, and receiving targeted support when gaps are identified.<br>Small-group instructional evidence: Review of small-group plans, student groupings, instructional practices, and progress-monitoring data can help determine whether intervention is consistently aligned to the specific needs identified through assessment data. |
| **EQUITY CONSIDERATIONS** | |

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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% | 6.5% | 6.4% |
| MCAP Math Avg Performance Level (Growth) | 1.38 | 1.40 | 1.43 | 1.49 | 1.48 |

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| **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:**<br>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.<br>b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement<br><br>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.<br><br>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.<br><br>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** | BOY and MOY i-Ready Math data: student performance and growth by overall placement and mathematical domain. |

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| **making progress toward your SPP goal?** | Reveal Math lesson, unit, and formative assessment data: evidence of student mastery and misconceptions aligned to grade-level standards.<br><br>Student work samples: evidence of students' ability to solve problems, apply strategies, explain mathematical reasoning, and communicate their thinking through writing.<br><br>Classroom observation/walkthrough data: evidence of consistency in Tier 1 instruction, differentiation, student discourse, mathematical writing, and opportunities for productive struggle.<br><br>Small-group instructional data: evidence of how student needs identified through i-Ready and classroom assessments are translated into targeted instruction and flexible grouping. |
| **EQUITY CONSIDERATIONS** | |

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| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: GRADUATION – Grad Rate / DIBELS | | | | | |
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| **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 |

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| **STRATEGY: Steps for improving student graduation outcomes** | • **K-5 DIBELS Composite % At or Above:** See Literacy strategies above.<br>• **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.<br>• **High School Graduation:**<br>1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:**<br>a. Develop school-based course offerings.<br>b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP).<br>c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates.<br>2. **Create data cycles (PDSA) to engage in consistent progress monitoring:**<br>a. Establish dedicated monitoring teams and set consistent meeting schedules:<br>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.<br>b. Identify metrics and timing:<br>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.<br>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-** |

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| | **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?** | Progress monitoring data indicates that a subset of students are not demonstrating consistent growth in targeted foundational literacy skills.<br>Data points across the year can be used to identify students who are not meeting expected growth and determine which specific subskills require additional instruction.<br>The data also highlights the need for more consistent monitoring to determine whether students are responding to Tier 1 and small-group instruction.<br><br>Amplify Growth Reports provide information about specific areas where students demonstrate growth and areas where additional support is needed.<br>The reports can be analyzed by grade level, classroom, and skill to identify patterns in student performance.<br>These data highlight opportunities to strengthen explicit Tier 1 instruction and ensure that small-group instruction is directly aligned to students' identified areas of need.<br><br>Classroom formative/formative assessments (exit tickets, unit assessments, progress monitoring) provide additional evidence of student understanding and mastery of grade-level literacy standards.<br>Formative assessments can identify misconceptions and skill gaps during instruction, allowing teachers to respond in real time.<br>Summative assessment results provide evidence of whether students have retained and can independently apply the skills taught.<br>Analysis of these assessments can help determine whether instructional practices are effectively addressing identified skill gaps and whether students require additional targeted support. |
| **EQUITY CONSIDERATIONS** | To support multilingual students:<br>1- Review how English sound spelling patterns differ from home language.<br>2. Maximize Oral Academic Language and provide opportunities for student to talk and build their speech stamina |

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| **Data Point(s)** | **SY2021-22 Result** | **SY2022-23 Result** | **SY2023-24 Result** | **SY2024-25 Result** | **SY2025-26 Result** |
| Chronic Absentee Rate | 52.2% | 43.0% | 35.7% | 33.1% | 28.7% |

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| **STRATEGY: Steps for improving student wholeness outcomes** | 1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:**<br>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).<br>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.<br>c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness.<br>d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance.<br>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.<br><br>2. **Engage families consistently to build school-family connections and belonging:**<br>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.<br>b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families.<br><br>3. **Create environments to promote belonging and engagement for all students:**<br>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), |

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| | meeting regularly to progress monitor Tiers I-III supports.<br>b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance.<br>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?** | Overall school attendance rate, monitored weekly and monthly, with progress toward the school's 90% attendance goal.<br>Chronic absenteeism rate, including the number and percentage of students identified as chronically absent.<br>Percentage of students maintaining 90% or higher attendance, as an indicator of regular school attendance.<br>Number of students with 5–9 absences and 10 or more absences, to identify students requiring early intervention and more intensive supports.<br>Tardy rate, including the number of students with repeated tardies.<br>Attendance by grade level, to identify trends and determine where additional support is needed.<br>Individual student attendance following Tier 2/Tier 3 interventions, including changes after family contact, attendance conferences, mentoring, incentives, and home visits |
| **EQUITY CONSIDERATIONS** | |