SY 2026-2027 School Performance Plan

School Name 226-Violetville Elementary/Middle School **Principal Name:** Lauren Brown

School's Mission:	School's Vision:
At Violetville PK-8, we understand that each child we serve is an individual with the need to be successful. We strive to foster a nurturing environment where punctual attendance, respectful and responsible behavior and personal success is actualized every day for each child, with the support of parents and surrounding community. We will cultivate college and career ready citizens with an awareness of civic and moral responsibility	To help create confident, well-rounded and responsible citizens who are lifelong learners. These citizens will become positive figures in their homes, communities, and the world.

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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)	24.1%	36.2%	23.5%	29.8%	27.5%
MCAP ELA Avg Performance Level (Growth)	2.05	2.21	2.03	2.17	2.13

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?	DIBELS BOY/MOY/EOY benchmark and subskill data; DIBELS progress-monitoring data for targeted students; Fundations unit assessments and reteach/reassess data; Wit & Wisdom assessments and student writing; student work across content areas; Early Literacy Tutor student-group rosters, intervention focus, dosage, and progress-monitoring data for identified K–2 students; OG+ intervention and progress-monitoring data; Panorama intervention records; collaborative-planning artifacts; priority-student/TAP plans; and walkthrough/coaching evidence aligned to schoolwide instructional look-fors.
EQUITY CONSIDERATIONS	Literacy evidence will be disaggregated by grade level and student group, with particular attention to Students with Disabilities, Multilingual Learners/English Learners, Economically Disadvantaged students, and other MSDE-identified student groups. The ILT will monitor whether students receiving intervention, including students receiving Early Literacy Tutor support, continue to have access to grade-level HQIM and whether scaffolds and interventions accelerate learning rather than replace rigorous Tier I instruction. Implementation evidence will also be compared across classrooms to identify and address differences in students' access to consistently strong literacy instruction.

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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)	7.0%	10.4%	8.8%	11.0%	9.7%
MCAP Math Avg Performance Level (Growth)	1.51	1.60	1.56	1.71	1.73

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	Reveal Math unit assessments and Standards and Skills reports; common formative assessment evidence; student work demonstrating mathematical reasoning, modeling, and written justification; i-

making progress toward your SPP goal?	Ready diagnostic and growth data where applicable; ALEKS/ALEKS Adventures progress data; Number Worlds intervention and progress-monitoring data; Panorama intervention records; collaborative-planning/PDSA artifacts; and walkthrough/coaching evidence focused on mathematical discourse, productive struggle, checks for understanding, and alignment of small-group instruction to grade-level standards.
EQUITY CONSIDERATIONS	Mathematics evidence will be disaggregated by grade level and student group, with particular attention to Students with Disabilities, Multilingual Learners/English Learners, Economically Disadvantaged students, and other MSDE-identified groups. The ILT will monitor whether students have consistent access to grade-level mathematical tasks with appropriate scaffolds and whether intervention accelerates access to current learning rather than replacing grade-level instruction with prolonged remediation. Implementation evidence will be compared across classrooms to identify differences in instructional opportunity that may contribute to student outcome 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?	Grades 6–8: GPA and course-failure reports; weekly/biweekly grade reviews; progress reports; missing-work and reassessment completion; attendance and EWI indicators; student/family conferences; intervention plans; and Panorama/SLP records. K–5: DIBELS benchmark and progress-monitoring data; Fundations assessment data; intervention-group movement; Early Literacy Tutor rosters, dosage, targeted skills, and student progress data for K–2; OG+ progress-monitoring data; priority-student/TAP plans; and walkthrough/coaching evidence.
EQUITY CONSIDERATIONS	On-track data will be disaggregated by student group and attendance status. Particular attention will be given to students experiencing overlapping risk factors, including low academic performance, chronic absenteeism, disability or language-learning needs, and repeated course concerns. MTSS reviews will examine whether students have equitable access to timely academic intervention, grade-level instruction, reassessment opportunities, and an identified adult responsible for monitoring progress.

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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	54.7%	53.2%	53.9%	47.9%	35.9%

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?	Daily attendance and cumulative attendance rates; chronic absenteeism by grade level and student group; consecutive-absence and data-cleansing reports; weekly attendance-team monitoring logs; four-week/monthly PDSA results; Panorama risk and intervention records; Student Learning Plans; family contact and outreach logs; attendance incentive participation; climate and belonging data; and Pre-K family-engagement indicators.
EQUITY CONSIDERATIONS	Attendance and chronic absenteeism data will be disaggregated by grade level and student group, with particular attention to Students with Disabilities, Multilingual Learners/English Learners, and students experiencing persistent attendance barriers. Attendance interventions will be based on individualized barrier analysis rather than a one-size-fits-all response. The attendance team will ensure that medical, transportation, family, behavioral, language-access, and school-connectedness barriers are connected to appropriate school, district, and community supports.