SY 2026-2027 School Performance Plan

School Name 53-Margaret Brent Elementary/Middle School **Principal Name:** Shaneika Peterkin

School's Mission:	School's Vision:
Excellence in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.	Margaret Brent Elementary Middle School is a community school with an expectation of excellence among all stakeholders. We work collaboratively and intentionally to address the academic, social and emotional needs of all students through an arts integrated approach.

School Name 53-Margaret Brent Elementary/Middle School **Principal Name:** Shaneika Peterkin

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)	11.8%	27.2%	24.1%	29.1%	31.5% (+19.7)
MCAP ELA Avg Performance Level (Growth)	1.80	2.07	2.01	2.13	2.15 (+0.35)

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?	End-of-Module Assessments to measure student mastery of grade-level literacy standards. FQTs to monitor student understanding and identify specific literacy skill gaps. Student work samples to assess the quality of student responses, writing, and application of grade-level literacy skills. Collaborative planning artifacts and informal monitoring to determine whether student data is being used to plan differentiated, standards-aligned Tier 1 instruction. Frequent informal classroom observations and walkthroughs to monitor the consistent implementation of strong Tier 1 literacy practices, including small-group instruction, differentiation, scaffolds, and accommodations. Progress-monitoring data to determine whether students performing below grade level, including students with disabilities and English learners, are demonstrating adequate growth.
EQUITY CONSIDERATIONS	

School Name 53-Margaret Brent Elementary/Middle School **Principal Name:** Shaneika Peterkin

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)	5.8%	8.4%	10.1%	12.1%	19.7%
MCAP Math Avg Performance Level (Growth)	1.46	1.66	1.68	1.76	1.82

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	Progress toward strengthening Tier 1 instruction will be monitored using multiple data points, including:

making progress toward your SPP goal?	Unit assessment data to measure student mastery of grade-level standards. Curriculum-embedded quizzes and assessments to monitor ongoing student understanding and identify skill gaps. Student work samples to assess the quality of student responses and application of grade-level skills. Collaborative planning artifacts and informal monitoring to determine whether teachers are using student data to plan differentiated, standards-aligned Tier 1 instruction. Frequent informal classroom observations and walkthroughs to monitor the consistent implementation of Tier 1 instructional practices, including small-group instruction, differentiation, scaffolds, and accommodations. Progress-monitoring data to determine whether students performing below grade level, including students with disabilities and English learners, are demonstrating adequate growth.
EQUITY CONSIDERATIONS	

School Name 53-Margaret Brent Elementary/Middle School **Principal Name:** Shaneika Peterkin

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?	DIBELS Composite and subtest progress-monitoring data (BOY, MOY, EOY, and 6-week cycles) to measure K–5 foundational reading acquisition and identify specific phonemic, decoding, and fluency skill gaps. Quarterly report card GPAs, progress reports, and course failure lists to monitor Grade 6–8 academic performance and identify middle school students falling below a 2.0 GPA. Collaborative planning artifacts and PLC meeting protocols to determine whether DIBELS data and course grades are being actively used to plan differentiated Tier 1 instruction and targete Tier 2 interventions. Frequent informal classroom observations and walkthroughs to monitor the consistent implementation of Tier 1 foundational literacy practices, small-group instruction, and differentiated academic scaffolds across grade levels.
EQUITY CONSIDERATIONS	

School Name 53-Margaret Brent Elementary/Middle School **Principal Name:** Shaneika Peterkin

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	52.5%	40.2%	40.7%	41.4%	43.9%

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 and weekly attendance reports to monitor schoolwide attendance rates, chronic absenteeism, and unexcused absence trends. Early Warning System (EWS) data to identify students slipping toward chronic absenteeism before critical thresholds are reached Attendance intervention and contact logs to evaluate the frequency, quality, and responsiveness of family outreach and home visits. Progress-monitoring data to determine whether prioritized student groups, including students with disabilities and English learners, are demonstrating improved attendance trajectories.
EQUITY CONSIDERATIONS	