SY 2026-2027 School Performance Plan

School Name 64-Liberty Elementary School **Principal Name:** Dwight Freeman

School's Mission:	School's Vision:
The mission of Liberty Elementary School is to provide teaching and learning that accelerates student achievement and supports the social and emotional well-being of each student in a peaceful, caring, and collaborative school community.	Our vision is to enable each child to reach his or her fullest potential by providing a high-quality educational program in a safe and orderly environment conducive to student learning, and to instill in our students a desire to become life-long learners capable of meeting the challenges of the 21 century.

School Name 64-Liberty Elementary School **Principal Name:** Dwight Freeman

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)	15.3%	17.7%	20.6%	28.7%	33.8%
MCAP ELA Avg Performance Level (Growth)	1.98	1.98	1.90	2.16	2.23

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?	To ensure the strategy results in measurable improvements in student literacy outcomes, progress will be monitored through multiple, consistent data sources aligned to assessment windows, student growth, and instructional implementation. Data will be reviewed regularly to determine the effectiveness of instruction, identify students requiring additional support, and inform timely instructional adjustments. DIBELS composite scores across BOY, MOY, and EOY, supplemented by six-week progress-monitoring data to measure student growth and movement toward benchmark Early literacy subtests, including Letter Naming Fluency, Nonsense Word Fluency, and Oral Reading Fluency, with attention to student movement between benchmark categories Unit and end-of-module assessments tracking the percentage of students meeting or exceeding proficiency on grade-level literacy standards each quarter Fundations progress checks in grades K–3 measuring mastery of phonics, decoding, encoding, and word-study skills through reteaching and reassessment cycles MCAP ELA results tracking the percentage of students scoring Proficient or Advanced and growth in reading comprehension, constructed response, and writing performance English Language Proficiency assessment results demonstrating growth in reading and writing domains for English learners Student writing samples analyzed using common rubrics to monitor growth in organization, elaboration, written expression, and use of relevant text evidence in constructed responses Observation and walkthrough data measuring the frequency, quality, and consistency of literacy instructional practices, including differentiated small-group instruction and writing across content areas Amplify Boost usage and outcome data measuring student growth, skill mastery, and fidelity of implementation These data points will be triangulated during regular data-analysis cycles to identify trends, measure progress toward literacy goals, determine the impact of instructional strategies, and make timely

	adjustments to core instruction, small-group instruction, and intervention.
EQUITY CONSIDERATIONS	

School Name 64-Liberty Elementary School **Principal Name:** Dwight Freeman

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%	10.8%	<=5%	19.8%	16.7%
MCAP Math Avg Performance Level (Growth)	1.67	1.68	1.48	1.87	1.88

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	To ensure the strategy produces measurable improvements in mathematics achievement, progress will be monitored through multiple, consistent data sources aligned to assessment windows, student

making progress toward your SPP goal?	growth, instructional planning, and classroom practice. Unit and lesson planning artifacts demonstrating purposeful planning, alignment to grade-level standards and Reveal Math, intentional questioning, opportunities for student discourse, and alignment to mathematics instructional block expectations Number Sense assessment results for grades K–2 measuring student growth and mastery across unit and module assessment windows Multiplicative reasoning and fractional reasoning assessment data for grades 3–5 measuring growth in conceptual understanding and mastery of grade-level standards across data cycles PDSA cycle documentation, including collaborative planning notes, data analysis, identified student learning gaps, instructional action plans, reteaching, and reassessment of grade-level standards Instructional walkthrough and observation data measuring the quality and consistency of mathematics instruction, including implementation of the instructional block, small-group instruction, differentiation, student discourse, and opportunities for students to demonstrate mathematical thinking ALEKS and ALEKS Adventures Personalized Learning data measuring student usage, skill mastery, individualized growth, and progress toward grade-level proficiency Student mathematical writing samples collected and analyzed during collaborative planning and PLCs using common criteria to measure students' ability to explain their reasoning, justify solutions, use mathematical vocabulary, and demonstrate conceptual understanding These data sources will be analyzed during regular collaborative planning and data cycles to determine instructional effectiveness, identify trends and learning gaps, plan targeted reteaching and small-group instruction, and monitor progress toward grade-level proficiency and improved MCAP mathematics outcomes.
EQUITY CONSIDERATIONS	

School Name 64-Liberty Elementary School Principal Name: Dwight Freeman

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?	To ensure the strategy produces measurable improvements in student literacy outcomes, progress will be monitored through multiple, consistent data sources aligned to assessment windows, student growth, and instructional practice. Progress-monitoring data demonstrating student growth across each assessment window and movement toward grade-level benchmarks Fundations Unit Test results measuring student mastery of foundational literacy skills and identifying skills requiring reteaching and reassessment Just Words assessment data measuring student progress in decoding, encoding, word recognition, and word-study skills Formative assessment data from daily classroom tasks, checks for understanding, exit tickets, and other measures of student mastery DIBELS composite scores across assessment windows, including comparisons to district averages and established benchmarks Documentation of small-group instructional adjustments made in response to student performance data and identified skill gaps Fidelity-of-implementation data for Fundations and Just Words measuring the consistency and quality of program implementation Collaborative planning and professional development artifacts demonstrating how teachers analyze student data, identify instructional priorities, plan targeted responses, and monitor the impact of instructional adjustments These data sources will be analyzed regularly to identify trends, determine the effectiveness of foundational literacy instruction, adjust small-group and intervention supports, and accelerate student progress toward grade-level proficiency.
EQUITY CONSIDERATIONS	

School Name 64-Liberty Elementary School Principal Name: Dwight Freeman

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	68.9%	58.6%	51.9%	58.9%	57.9%

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?	To ensure the strategy produces measurable improvements in student attendance and overall wholeness, progress will be monitored through multiple, consistent data sources that allow the school to identify trends, respond proactively, and strengthen family partnerships. Weekly attendance accuracy rates from Data Cleansing Reports to ensure attendance data is accurate, timely, and reliable Chronic absenteeism rates from the Climate 2.0 Dashboard and school-based student trackers to monitor the percentage of students with attendance below 90% and measure progress toward the school's annual attendance goals Family engagement and contact data documenting the percentage of families reached through consistent two-way communication, including Infinite Campus, ClassDojo, phone calls, conferences, and home visits Attendance intervention data documenting implementation and outcomes of the 3-, 5-, and 7-day attendance response process Individual student attendance data used to identify emerging patterns, provide early interventions, and monitor student improvement over time Student and family support data documenting identified barriers to attendance, supports provided, referrals made, and the effectiveness of interventions These data points will be reviewed regularly by the attendance team to celebrate progress, identify students and families who may benefit from additional support, adjust interventions, and monitor progress toward reducing chronic absenteeism and increasing consistent daily attendance.

EQUITY CONSIDERATIONS	