SY 2026-2027 School Performance Plan

School Name 427-Academy for College and Career Exploration **Principal Name:** Luis A. Espinoza

School's Mission:	School's Vision:
All students at ACCE will be provided the foundational competencies and comfortability to choose and pursue the post high school pathway that best meets their skills, interests, and passions.	By the end of 12th grade all students at ACCE will develop positive relationships with peers, staff, and community members rooted in the five promises of the 100% Project (Commitment to Quality, Honor and Integrity, Gratitude, Contribution, and Perseverance). Students will receive a comprehensive educational experience that prepares them with the competencies and attributes necessary for success in college and careers. Experiences will include internship opportunities, rigorous coursework, hands-on learning, and extra-curricular activities that provide consistent exposure to college and career choices.

School Name 427-Academy for College and Career Exploration **Principal Name:** Luis A. Espinoza

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)	8.0%	11.2%	20.3%	32.4%	28.9%
MCAP ELA Avg Performance Level (Growth)	1.77	1.90	2.05	2.19	2.17

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?	ACCE will utilize various types of assessment data to monitor progress towards the SPP goal in literacy. Standardized literacy assessment data (Imagine+ for High School and iReady for Middle School will be used to track student progress towards grade level reading and the assessment categories on MCAP as well as to create Tier 2, small group instruction groupings. Additionally department leads will track curricular assessment scores for evidence of student growth and monitor lesson plans and student facing materials for evidence of quality implementation of schoolwide strategies around annotation, explicit vocabulary instruction and Writing Revolution (TWR) strategies that facilitate students' access to complex texts and demonstration of mastery of key concepts through extended academic writing. This collection of artifacts will be coupled with regular classroom observation data tracked on a standardized observation to monitor instructional improvement over time and identify specific teachers who require additional support and coaching as well as the instructional trends to be addressed in weekly collaborative planning meetings and designated schoolwide professional development sessions.
EQUITY CONSIDERATIONS	

School Name 427-Academy for College and Career Exploration **Principal Name:** Luis A. Espinoza

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%	<=5%	5.3%	<=5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.33	1.32	1.48	1.51	1.55

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	The ACCE Instructional Leadership Team (ILT) will utilize curricular embedded assessments, such as end of module assessments (Reveal Math Unit Assessments) as the primary measures in grades 9-12

making progress toward your SPP goal?	to determine the progress being made towards student mastery of the content standards. Teach-to-One data (grades 6-8) and middle school intervention groups will also be used as the primary measures to monitor student progress towards our SPP goal. Teacher instructional coaching will be documented in Kickup, which will provide evidence of progression towards these targets. Furthermore, ACCE will emphasize writing across all content areas, through using the claim, evidence, rationale (CER) format, as well as The Writing Revolution (TWR) strategies, and rubrics to prepare students in completing free response questions and demonstrate a higher level of mastery of mathematical content concepts. In order to provide additional differentiation, math classes in grades 6-10 will utilize small group instruction to remediate foundational skills and provide opportunities for acceleration. ACCE will utilize weekly common planning time and content meeting agendas and student work and lesson plan analysis to demonstrate progress towards these goals. ACCE will utilize district provide supports, such as develop a schedule between the Literacy coach and SSL to provide teachers that are excelling as well as teachers that require intensive support differentiated coaching.
EQUITY CONSIDERATIONS	

School Name 427-Academy for College and Career Exploration **Principal Name:** Luis A. Espinoza

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	61.1%	69.4%	76.2%	75.7%	pending

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?	Evidence that will be used to determine if the strategies implemented are making progress towards the SPP goals will be through the monitoring of Early Warning Indicator data and course failure rate collected and analyzed by our OTG Coordinator, Post Secondary Advisor and Project Graduation team.
EQUITY CONSIDERATIONS	

School Name 427-Academy for College and Career Exploration Principal Name: Luis A. Espinoza

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	70.3%	67.7%	75.5%	65.4%	62.8%

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?	ACCE will target interventions and due diligence in order to improve daily attendance rates using RaaWeek12. We will work to connect students and families to resources to help them improve their attendance and identify students who are no longer accessing their education. The ACCE attendance team will use its resources to re-engage Tier 3 students through parent conferences and partnering with the Reengagement Center of City Schools. The data we will use to determine if our strategy is making progress toward our SPP goal is the ADA/ADM report of daily attendance rates, chronic absenteeism report from ILT dashboard. The ACCE attendance team will focus efforts on students who show they may become Tier 2 students, in order to prevent them from becoming Tier 3 students. ACCE will also utilize its partnership with YGEMS through the YMCA of Maryland to support students and track weekly attendance goals.
EQUITY CONSIDERATIONS	