# SY 2026-2027 School Performance Plan

**School Name** 410-Mergenthaler Vocational-Technical High School **Principal Name:** Jermaine Skinner

| School's Mission: | School's Vision: |
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| To produce global leaders by ensuring excellence in the areas of college preparedness and Career and Technology Education. | Every student...Every standard... Engage, Empower, Excel! Embracing Equity, Diversity, and Unity! |

**School Name** 410-Mergenthaler Vocational-Technical High School **Principal Name:** Jermaine Skinner

| 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) | 35.0% | 16.0% | 20.5% | 29.6% | 27.8% |
| MCAP ELA Avg Performance Level (Growth) | 2.28 | 1.97 | 2.07 | 2.18 | 2.12 |

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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?** | 9-week literacy data cycles (PDSA): Logs and agendas; Benchmark & formative assessment data; Observation rubrics & action plans<br>Literacy small groups & personalized programs: Student work analysis and progress reports; Lesson plans & PLC documentation<br>Writing in Every Classroom: Lesson plans & walkthrough data; Student writing samples scored with rubric; Writing analysis & feedback cycles. |
| **EQUITY CONSIDERATIONS** | |

**School Name** 410-Mergenthaler Vocational-Technical High School **Principal Name:** Jermaine Skinner

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA:MATHEMATICS | | | | | |
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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% | <=5% | <=5% |
| MCAP Math Avg Performance Level (Growth) | 1.41 | 1.35 | 1.45 | 1.52 | 1.56 |

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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** | MCAP Math data: Proficiency rates and average performance levels, with progress toward the 18.3% proficiency target and 2.41 average performance level target. |

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| **making progress toward your SPP goal?** | Algebra 1 curriculum assessment data: Student performance on Reveal Math module/unit assessments and other curriculum-based assessments to identify standards and skills requiring reteaching or additional support.<br>9-week mathematics data-cycle results: Trends in student mastery and growth at the end of each data cycle, including comparisons across teachers, classes, and targeted student groups.<br>Algebraic Reasoning/diagnostic data: Student growth from beginning-, middle-, and end-of-year assessments and other district mathematics diagnostics.<br>Formative assessment data: Exit tickets, checks for understanding, common assessments, and MCAP-aligned tasks used during collaborative planning to monitor progress between major assessments.<br>Tier II/Tier III intervention data: Progress-monitoring results for students receiving mathematics interventions, including intervention participation, skill growth, and documentation in Panorama.<br>Instructional implementation data: Evidence from informal observations, instructional walks, coaching cycles, and collaborative planning that teachers are consistently implementing Reveal Math/HQIM, using the Unit and Lesson Planning Protocols, providing rigorous mathematical tasks, and intentionally planning opportunities for student discourse.<br>PDSA cycle data: Evidence that assessment results are being analyzed at least bi-weekly and that instructional adjustments, reteaching, intervention, and enrichment are occurring in response to identified student needs. |
| **EQUITY CONSIDERATIONS** | |

**School Name** 410-Mergenthaler Vocational-Technical High School **Principal Name:** Jermaine Skinner

| 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 | 78.2% | 79.7% | 82.9% | 81.2% | pending |

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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?** | We will monitor the percentage of students who are on track to graduate by grade level and cohort. We will also review four-year graduation plans and SLPs, credits earned, course failures, progress report and quarterly grades, and student schedules. Additional data will include completion of required assessments and Service-Learning Hours, participation and completion of credit recovery, CCR readiness, and the progress of students receiving academic interventions. Student and family contacts will also be reviewed to ensure students who are off track are receiving the appropriate support. |
| **EQUITY CONSIDERATIONS** | |

**School Name** 410-Mergenthaler Vocational-Technical High School **Principal Name:** Jermaine Skinner

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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 | 75.0% | 81.1% | 81.3% | 76.5% | 54.3% |

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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?** | Progress toward the SPP goal will be determined through daily, weekly and monthly analysis of Infinite Campus and Panorama data. The Attendance Team will monitor overall attendance, chronic absenteeism, consecutive absences, students identified for targeted support, intervention implementation, family engagement, and student connectedness. Every four weeks, the team will use the PDSA process to examine data points in order to compare attendance and student-wholeness outcomes before and after interventions, identify trends and gaps among grade levels and student groups, and determine whether strategies should be continued, modified, intensified, or replaced. Evidence of successful implementation will include increased attendance, decreased chronic absenteeism, timely intervention for identified students, increased family engagement, improved student connectedness, and documented progress among students receiving Tier II and Tier III support. |
| **EQUITY CONSIDERATIONS** | |