# SY 2026-2027 School Performance Plan

**School Name** 416-Digital Harbor High School **Principal Name:** Mavis Jackson

| School's Mission: | School's Vision: |
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| The mission of Digital Harbor High School is to prepare students for information technology careers, college, and productive citizenship. | 100% of Digital Harbor High School students will earn the required credits for promotion each school year, with a 3.0 GPA, and graduate with a post-secondary plan that has a 2-year, 4-year, certificate and work-force path |

**School Name** 416-Digital Harbor High School **Principal Name:** Mavis Jackson

| 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) | <=5% | 23.6% | 26.5% | 26.7% | 33.5% |
| MCAP ELA Avg Performance Level (Growth) | 1.70 | 2.08 | 2.14 | 2.13 | 2.2 |

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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 & defend thinking through writing across content areas, leveraging student work as key measures of instructional effectiveness and academic growth analyzed regularly via academic planning or other PLC structures where direct feedback is given to students to improve written responses.<br><br>**5. Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning. |
| **EVIDENCE: What specific data points will** | We will be Progress Monitoring weekly per grade level using curriculum check points to determine |

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| **you use to determine if your strategy is making progress toward your SPP goal?** | where students are and making intentional adjustments to support student learning. As well, we will use the Imagine+ platform as a tool for BOY, MOY, and EOY Diagnostic Data and as a resource for interventions and remediation.<br><br>To measure progress toward our School Performance Plan goals, we will utilize the following specific data points: embedded assessments, short cycle assessments, writing samples, exit ticket reviews and Galileo Benchmarks. These data sources will be systematically collected and analyzed according to the following schedule:<br><br>Weekly: Exit ticket data will be reviewed by individual teachers to inform daily instruction and identify students needing immediate intervention<br>Weekly Practice the Two-Part Question (EBSR): MCAP heavily features Evidence-Based Selected Responses where Part B asks for the evidence to support the answer in Part A. If Part A is wrong, Part B is automatically wrong. Explicitly teach students how to hunt for textual clues to link these answers.<br>Bi-weekly: Writing samples will be analyzed by grade-level teams to track student progress in writing skills and identify instructional trends<br>Monthly: Short cycle assessment results will be examined by department/grade-level teams to evaluate unit mastery and adjust upcoming instruction<br>Quarterly: Embedded assessment data will be comprehensively reviewed by administration and instructional coaches to assess overall strategy effectiveness and goal progress<br><br>BOY/MOY/EOY: Student performance on Common Core Standards will be measured using Imagine+ diagnostic data for interventions and remediation. These assessments will provide teachers with tailored views of student performance on standards, providing teachers with actionable data that can be used for acceleration and remediation.<br><br>Informing Instructional Decisions:<br>This data will be used to make targeted instructional decisions, including: identifying students requiring additional support or enrichment, adjusting teaching strategies and methodologies, modifying pacing guides based on student mastery levels, implementing targeted interventions for struggling learners, and reallocating resources to support areas of greatest need. Additionally, patterns identified through data analysis will inform professional development priorities and guide curriculum adjustments to ensure continuous improvement toward our School Performance Plan objectives. |
| **EQUITY CONSIDERATIONS** | |

**School Name 416-Digital Harbor High School Principal Name: Mavis Jackson**

| 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) | 1.28 | 1.39 | 1.48 | 1.42 | 1.49 |

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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.** |

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| **EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?** | To measure progress toward our School Performance Plan goals in Algebra, we will utilize the following specific data points: module assessments, short-cycle assessments, writing samples, MCAP performance tasks, spiral reviews, math probes, math reviews, and exit ticket reviews. Data points will be standards analysis from multiple sources including BCPSS Reveal Module Assessments, ALEKS knowledge check data, and constructed response items scored in accordance with the MCAP Holistic Modeling and Reasoning Rubrics.<br><br>Informal Observations using the Reveal Math Walkthrough tool, and MSDE modeling and reasoning observation tool.<br>These data sources will be systematically collected and analyzed according to the following schedule:<br>Review Intervals:<br>Weekly: Exit ticket data, math reviews, and math probes will be analyzed by Algebra teachers to inform daily instruction and identify students needing immediate mathematical intervention<br>Bi-weekly: Writing samples and math probes will be examined by Algebra teams to assess students' mathematical communication skills, reasoning processes, and foundational skill retention.<br>Per Module: Short-cycle assessment results and spiral review data will be evaluated by the mathematics department to monitor concept retention, skill transfer, and adjust instructional pacing.<br>Per Module: Module assessments will be comprehensively reviewed upon completion to determine mastery levels and inform remediation or acceleration decisions.<br>Per Module: MCAP performance task results will be analyzed by administration and math coaches to evaluate alignment with state standards and overall strategy effectiveness.<br>Informing Instructional Decisions: This data will be used to make targeted instructional decisions in Algebra including: identifying students requiring mathematical intervention or advanced placement, adjusting problem-solving strategies and pedagogical approaches, modifying unit pacing based on conceptual understanding, implementing targeted remediation for foundational skill gaps identified through math probes, differentiating instruction to meet diverse learning needs, and reallocating instructional time to emphasize areas requiring additional support. Pattern analysis from spiral reviews and MCAP performance tasks will guide professional development in mathematics pedagogy and inform curriculum adjustments to ensure continuous progress toward our Algebra-specific School Performance Plan objectives. |
| **EQUITY CONSIDERATIONS** | |

**School Name 416-Digital Harbor High School Principal Name: Mavis Jackson**

| 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 | 59.4% | 69.3% | 69.9% | 66.4% | 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?** | To determine if our strategies are effectively supporting on-track graduation toward our School Performance Plan goals, we will utilize the following specific data points: report card grades, progress reports, credit recovery participation and completion rates, attendance records, Project Graduation data, and failure action plans. These data sources will be systematically collected and analyzed according to the following schedule:<br>Review Intervals:<br>Weekly: Attendance records will be monitored to identify patterns of chronic absenteeism, triggering immediate intervention protocols. Once credit recovery begins in quarter 2, we will utilize weekly credit reviews to analyze performance and attendance. This task will be completed by the attendance team which is made up of representatives from each grade level cohort, special education, and ELD.<br>Bi-weekly: Project Graduation metrics will be reviewed comprehensively to assess overall academic progress. The Project Graduation team is made up of the principal, cohort assistant principal, cohort EA, school counselor, IEP chair, ML administrator, and registrar.<br>Monthly:<br>Quarterly: Failure action plans will be completed by each teacher for students who are not successful in their class for the progress report. The failure action plan data will then be reviewed and followed up by admin, counselors, IEP chairs, and Educational Associates. Report card data will be comprehensively reviewed to assess overall academic progress and graduation timeline adherence.<br><br>Informing Instructional and Support Decisions: This data will be used to make targeted decisions including: identifying students requiring immediate academic or attendance interventions, implementing individualized support plans for at-risk students, adjusting credit recovery offerings based on student needs, developing personalized graduation pathways, coordinating wraparound services to address barriers to attendance and achievement, and reallocating counseling and support resources to students most at risk of not graduating on time. Pattern analysis will inform school-wide policies and practices to improve graduation rates and ensure all students remain on track to complete their educational goals within the expected timeframe.<br><br>OTG Work: To support graduation, our heaviest and highest yield lift is increasing the number of 9th, 10th and 11th graders that are on track. Utilizing our project graduation work, our cohort teams across grade bands are tracking progress to graduation at the progress report and report card mark. We also conduct frequent celebrations for students that meet their credit status |

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| | Performance in Gateway courses: Since English I, English II and Algebra I are the courses that are gateway courses to both promotion and moving forward in the course sequence, we closely monitor course performance with grades, failure action plans from teachers, and credit recovery performance in these courses. |
| **EQUITY CONSIDERATIONS** | |

**School Name 416-Digital Harbor High School Principal Name: Mavis Jackson**

| THIS DATA IS FOR INTERNAL USE ONLY<br>GOAL AREA: WHOLENESS | | | | | |
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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 | 79.2% | 66.6% | 66.8% | 76.9% | 79.1% |

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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?** | Primary Data Points:<br>Daily attendance rates by student, class period, and school-wide<br>Chronic absenteeism percentage identifying specific students and their progress towards chronic<br>Attendance patterns by student demographics cohort level, subgroups<br><br>Analyzing daily, weekly and monthly attendance trends<br>Individual student absence streaks (consecutive days missed)<br>Class period attendance variations (identifying specific periods with higher absenteeism)<br><br>Secondary Supporting Data:<br>Parent/guardian contact logs regarding attendance<br>Intervention tracking (home visits, attendance contracts, referrals)<br>Suspension/disciplinary action correlation with attendance<br>Academic performance correlation with attendance patterns<br>Health office visits and early dismissals<br><br>Daily Monitoring:<br>Real-time attendance dashboard updated by period<br>Automated alerts for students missing 2+ consecutive days<br><br>Weekly Monitoring:<br>The attendance team (EA for each grade level, IEP chairs, ELD representative, related service providers, data specialist) huddles to review critical cases and referrs to cohort team<br>Attendance team review weekly patterns<br>Generate reports on students approaching chronic threshold (8-9% absence rate) to share with cohort teams for action<br>Parent outreach for students with concerning weekly patterns |

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| | Monthly Monitoring:<br>Calculate monthly chronic absenteeism percentage and compare to baseline<br>Analyze demographic breakdowns and identify trends<br>Review effectiveness of intervention strategies<br>Adjust targeted outreach based on data patterns<br><br>Quarterly Monitoring:<br>Comprehensive chronic absenteeism rate calculation by the attendance team<br>Assessing the correlation between attendance and academic achievement by grade level teams<br>Reviewing and revising attendance improvement strategies based on data trends<br><br>PDSA Cycles:<br>The Attendance team will also utilize PDSA cycles to find target groupings to address. The PDSA cycle tracker is linked here. The first cycle will be gathering data on, finding strategies for, and evaluating the results of those strategies for students that are consistently attending but missing the entirety of first period. Every 30 days, the team will adjust, adopt, or abandon the strategies used. These cycles will be designed to combat some of the root causes of absenteeism. |
| **EQUITY CONSIDERATIONS** | |