SY 2026-2027 School Performance Plan

School Name 480-Baltimore City College **Principal Name:** Dr. Sedrick Smith

School's Mission:	School's Vision:
Baltimore City College, founded in 1839, is the third oldest public high school in the United States. Committed to the pursuit of excellence, we are a citywide college preparatory institution with selective admissions and an emphasis on the liberal arts and sciences. As the IB world school for Baltimore City Public Schools, we provide academic programs that incorporate communication, intercultural awareness, and inquiry-based learning. By offering every student rigorous studies and high caliber extracurricular and co-curricular activities, we aspire for our students to demonstrate excellence and to succeed in the best colleges. We strive for our students to become committed and responsible citizens active in their local and global communities.	At Baltimore City College, we link our school values with Common Core and IB Expectancies. We understand and respect the traditions of the past while moving forward to embrace change specifically in the areas of conceptual learning and responsibility to others. We believe in supporting students to challenge themselves and succeed.

School Name 480-Baltimore City College **Principal Name:** Dr. Sedrick Smith

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)	78.3%	70.7%	70.4%	75.6%	85.0%
MCAP ELA Avg Performance Level (Growth)	2.88	2.78	2.78	2.86	3.06

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?	• MCAP ELA proficiency rates and average performance levels to measure progress toward schoolwide literacy targets. • Curriculum-based assessment results, including common formative assessments, unit assessments, and end-of-module assessments aligned to grade-level standards. • Diagnostic literacy assessment data administered throughout the school year to identify learning needs and measure student growth over time. • English Language Proficiency assessment results and growth measures for multilingual learners. • Progress-monitoring data collected during each 9-week literacy cycle, including the percentage of students meeting proficiency benchmarks and demonstrating growth between assessment windows. • Disaggregated literacy achievement data by race/ethnicity, multilingual learner status, students with disabilities, economically disadvantaged students, and grade level to identify and address achievement gaps. • Student writing performance across content areas, including scores on constructed-response tasks, analytical writing assignments, argumentative writing, document-based questions, and other common writing assessments. • Student work analysis data, including evidence of reading comprehension, written reasoning, use of textual evidence, and quality of written responses reviewed during PLCs and academic planning meetings. • Growth outcomes for students participating in Tier II and Tier III supports, including movement toward grade-level proficiency and successful exit from intervention programs. • Instructional walk and observation data, including evidence of HQIM implementation, student engagement in literacy tasks, writing opportunities, text-based discussions, and standards-aligned instruction. • Collaborative planning and professional learning implementation data, including teacher participation in literacy-focused professional learning and evidence that learned practices are reflected in lesson plans and classroom instruction. • Course performance indicators, including pass rates and quarterly grades in English and literacy-intensive courses, to monitor the relationship between literacy growth and academic success.
EQUITY CONSIDERATIONS	

School Name 480-Baltimore City College Principal Name: Dr. Sedrick Smith

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)	6.8%	8.9%	24.4%	25.0%	46.7%
MCAP Math Avg Performance Level (Growth)	1.78	1.91	2.13	2.19	2.45

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	• MCAP Algebra I proficiency rates and average performance levels to measure overall progress toward the school mathematics goal.

making progress toward your SPP goal?	• Unit and module assessment results from ALEKs and other curriculum-based assessments aligned to Algebraic Reasoning standards. • Formative assessment results, including common assessments, exit tickets, quizzes, and checks for understanding used during instructional cycles. • Disaggregated achievement data by grade level, race/ethnicity, students with disabilities, multilingual learners, and economically disadvantaged students to identify and address opportunity gaps. • Instructional walk and observation data, including evidence of HQIM implementation, mathematical discourse, student engagement, use of planned questioning, and alignment to the mathematics instructional block expectations. • Frequency and quality of collaborative planning meetings and bi-weekly mathematics data team meetings, including completion of data analysis protocols and action plans. • Growth of students participating in Tier II and Tier III interventions, including pre- and post-assessment data and movement toward grade-level proficiency. • Course grades and marking period pass rates in mathematics courses, particularly Algebra I and Geometry. • Student work samples and constructed-response performance, including evidence of mathematical reasoning, written justification, and problem-solving skills.
EQUITY CONSIDERATIONS	

School Name 480-Baltimore City College Principal Name: Dr. Sedrick Smith

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	93.4%	98.4%	98.8%	98.3%	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?	• Four-year graduation rate and projected graduation rate for each cohort. • On-Track-to-Graduation (OTG) Dashboard metrics, including the percentage of students on track by grade level and subgroup. • Credit attainment and credit deficiency data, including the number and percentage of students meeting annual credit benchmarks and students requiring credit recovery. • Course grades and marking period performance, including progress reports, quarterly grades, and semester pass rates in core content courses. • Teacher class failure rates and F rates by course, department, grade level, and student subgroup. • Ninth-grade success indicators, including promotion status, credits earned, attendance, core course pass rates, and OTG status. • Weekly attendance and chronic absenteeism data, especially for students identified as off track for graduation. • Participation and outcomes from interventions, including coach class, tutoring, academic support programs, credit recovery, mentoring, and other Tier I, II, and III supports. • Behavioral indicators, including referrals, suspensions, and other early warning signs that may impact graduation readiness. • Percentage of students meeting CCR benchmarks and progressing toward one of the Four E's: Enrollment, Employment, Enlistment, or Entrepreneurship. • Postsecondary readiness metrics, including SAT participation and performance, AP/IB participation and success, FAFSA completion rates, college applications submitted, college acceptance rates, and scholarship attainment. • Quarterly progress monitoring data, including the number of students identified as off track, interventions assigned, interventions completed, and the percentage of students returning to on-track status after support.
EQUITY CONSIDERATIONS	

School Name 480-Baltimore City College Principal Name: Dr. Sedrick Smith

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	37.4%	38.5%	30.3%	21.7%	21.4%

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?	• Chronic absenteeism rate (students missing 10% or more of enrolled school days), which is the primary SPP outcome measure. • Overall daily attendance rate and average daily attendance trends by grade level and student subgroup. • Number and percentage of students identified as at-risk for chronic absenteeism through Early Warning Indicators and reviewed during bi-weekly attendance team meetings. • Family engagement metrics, including parent contact rates, attendance at family engagement events, Parent Portal utilization, communication response rates, home visits completed, and documented two-way communications. • Attendance outcomes for targeted student groups, including students with 504 Plans, students receiving special education services, multilingual learners, economically disadvantaged students, and students receiving Tier II or Tier III supports. • Monthly and quarterly attendance trend analyses, examining attendance improvement or decline over time, as well as attendance disparities across student groups, to evaluate the effectiveness of change ideas and inform continuous improvement through the PDSA process
EQUITY CONSIDERATIONS	