SY 2026-2027 School Performance Plan

School Name 382-Baltimore Design School **Principal Name:** Darrin Brozene

School's Mission:	School's Vision:
Baltimore Design School fosters creativity and develops the academic and critical thinking skills of 6th through 12th grade students. It also prepares students for admission to college and careers in the design fields of architecture, fashion, and graphic design. BDS is a Baltimore City public transformation school that offers a comprehensive college preparatory program that integrates design throughout the academic curriculum and provides Career and Technology Education (CTE) pathways.	Designing Baltimore, One Student at a Time

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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)	29.1%	36.7%	36.6%	47.3%	46.7%
MCAP ELA Avg Performance Level (Growth)	2.21	2.29	2.25	2.44	2.46

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?	Student work samples, especially on MCAP-like tasks and assessments (including culminating Wit & Wisdom and Odell assessments) will demonstrate student progress. SANE documents from academic planning sessions and Champion Team meetings will demonstrate teacher and staff collaboration regarding data-informed practices along with internal professional learning documents to gauge student growth. Infusion of BDS core strategies for text engagement, academic discourse, and writing will illustrate students interacting the text and collaborating with their peers in order to use annotation and discourse to propel their writing. Utilization of MyPath resources to target learning to support students who need additional support and, lastly, informal observations will provide insight into infusion of BDS core strategies and practices in action so feedback can be provided.
EQUITY CONSIDERATIONS	Through use of proficiency scales throughout all ELA courses, teachers will be meeting the needs of learners based on their respective data points. Proficiency scales support teacher planning in breaking down key standards found within the curriculum and foundational skills needed to master the standard. Based on assessment data, teachers will be able to identify a students unique entry point in the standard and target learning to those skills in order to have a plan of action for acceleration for small group instruction. Furthermore, all BDS teachers will be implementing core strategies when engaging in literacy work. These strategies include text annotation, academic discourse, and writing which will reinforce text comprehension and written expression. Such strategies will be made routine across all content areas.

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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%	9.7%	15.1%
MCAP Math Avg Performance Level (Growth)	1.40	1.44	1.56	1.69	1.80

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	Student schedules and utilization of Number Worlds intervention program during the second period class. Additionally, SANE documents from academic planning will show evidence of lesson plan

making progress toward your SPP goal?	reviews and student work analysis to drive instructional decision-making. Unit and lesson plans should also reflect implementation of the Reveal math curriculum in alignment with scope and sequence documents along with evidence of internalization of the curriculum, opportunities for annotations, and academic discourse.
EQUITY CONSIDERATIONS	To support students who are falling below proficiency levels, they will be assigned to an intervention block led by a math teacher and/or math coach. This will help them target skills and make progress toward mastery through proven tier II intervention programs. Additionally, co-teaching models will allow for increased opportunities to facilitate targeted small group instruction as well as sharing of best practices among colleagues.

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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	96.0%	100.0%	98.4%	98.2%	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?	Mark distribution reports (by course), student report card grades, transcripts, and on-track to graduate reports will demonstrate the data points to ensure consistency in graduation and promotion rates. EWI indicators will also support progress monitoring throughout the school year in order to develop interventions that will assist students in meeting success in attendance, academics, and behavior (captured through Panorama). OTG house meeting notes and data reports tracking student success rates will be reviewed to ensure students are appropriately assigned to Friday All-Timely coach class sessions.
EQUITY CONSIDERATIONS	The OTG coordinator will regularly meet with 9th and 10th grade students to communicate strengths and to develop support plans as needed to build success routines and ensure promotion. Such a plan will be shared with parents/guardians for input as well. She will also connect with the house team to provide necessary supports/coaching for teachers in meeting the needs of their scholars. The high school counselor will work with seniors, through Mentoring: College Summit, to ensure students are on-track to graduate and prepare them for college and career. BDS will also continue our work with the EWI indicators with an emphasis on middle school indicators for academics in order to promote interventions to increase student success in their core courses. Lastly, iMentor will connect with juniors and seniors to support them develop post-secondary plans after graduation.

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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	58.9%	49.2%	39.3%	30.0%	32.6%

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?	The Culture and Climate Plan will articulate the steps to build community as well as student-teacher and student-student relationships. Family survey results will inform practices at the school based on the various indicators from the report.
EQUITY CONSIDERATIONS	All students will engage with SEL lessons that occur on a monthly basis with the goal of building stronger relationships among peers in a given advisory period. To further support students who are experiencing conflicts and stress related to school, BDS will utilize Holistic Life Foundation (HLF) to assist students who may need de-escalation, conflict resolution, or peer mediation. This resource will be available every day of the school year for students to take advantage of when they are facing a challenge that could otherwise lead to increased absences or desires to skip school. Such work will be individualized to meet the needs of that particular student or group of students. Through acquisition of PBIS points to be used at the school store and to engage with monthly events, students will be motivated to demonstrate the desired behaviors. Additionally, students will be motivated to come to school because they have ties to peers and the community at large through after-school programming.