SY 2026-2027 School Performance Plan

School Name 405-Patterson High School **Principal Name:** April Myrick

School's Mission:	School's Vision:
Our mission is to engage, expose, and guide all students to a multitude of opportunities that negate the power of political, social and economic barriers.	Within our diverse community, every student will graduate ready to achieve in higher education and compete in the global workforce.

School Name 405-Patterson High School **Principal Name:** April Myrick

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)	6.3%	11.4%	10.8%	21.8%	24.8%
MCAP ELA Avg Performance Level (Growth)	1.70	1.84	1.91	2.02	2.07

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?	Specific Data Points Used to Monitor Progress The following evidence sources will be used throughout the school year to determine whether literacy improvement strategies are leading to measurable progress toward the School Performance Plan goal: Student Achievement Data · Quarterly MCAP Embedded Assessment results and standards mastery data. · Imagine+ screening and diagnostic assessment results. · Classroom formative and summative assessment data. · Student writing samples evaluated using common rubrics. · Literature circle participation and comprehension task data. · Reassessment data demonstrating student growth over time. · Course passing rates in English I and English II. Instructional Implementation Data · At least two informal observations per teacher per quarter documenting implementation of literacy strategies and instructional feedback. · Observation data reflecting use of Writing Across the Curriculum practices, evidence-based writing, Cornell Notes, academic vocabulary instruction, and student discourse protocols. · Monitoring of lesson internalization protocols and HQIM implementation. · Documentation of literacy coach modeling, coaching cycles, and support provided to new teachers. · Participation records and agendas from weekly collaborative planning meetings and professional learning sessions.

	Leadership and Systems Data · Weekly ILT meeting notes documenting student work analysis, assessment reviews, instructional adjustments, and progress monitoring discussions. · Quarterly professional development cycle documentation and participant feedback. · Monitoring of co-teaching implementation and ELD paraeducator support structures. Student Engagement and Attendance Data · Student attendance rates and chronic absenteeism data. · Teacher attendance data. · Student participation in writing tasks and literacy-focused instructional activities. · Student achievement recognition and celebration data to monitor engagement and motivation. Together, these data points will provide evidence of both implementation fidelity and student achievement growth, allowing school leaders to make timely instructional adjustments and evaluate progress toward the literacy goals outlined in the School Performance Plan.
EQUITY CONSIDERATIONS	

School Name 405-Patterson High School Principal Name: April Myrick

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%	<=5%	6.0%
MCAP Math Avg Performance Level (Growth)	1.18	1.25	1.32	1.36	1.45

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	Progress toward the mathematics goal will be monitored through multiple measures throughout the school year.

making progress toward your SPP goal?	During Collaborative Planning, teachers and instructional leaders will regularly review formative assessments, student work, End-of-Module assessments, and other performance data to identify trends, misconceptions, and areas requiring instructional adjustment. Implementation of the new math curriculum and the intentional use of the 90-minute instructional block will be monitored through established instructional look-fors, classroom observations, and coaching cycles. Particular attention will be given to evidence of standards-aligned instruction, appropriate rigor, whole-group and small-group instruction, student engagement, and opportunities for students to apply mathematical thinking. Student intervention data will also be reviewed regularly. Students will be flexibly grouped based on demonstrated academic need, with groups adjusted as students demonstrate progress. Data from SAGA, Saturday School, and other targeted supports will be reviewed alongside classroom performance to determine whether interventions are resulting in improved student outcomes. End-of-Module assessments will be analyzed with an explicit focus on student misconceptions and the instructional response to those misconceptions. Spiral assessments will provide additional opportunities to determine whether students are retaining and applying previously taught priority standards. Progress within the year-long Algebra I course will also be monitored throughout the year to determine whether increased instructional time and continuity are contributing to greater student mastery. These monitoring practices will allow the math team to identify progress toward the SPP mathematics goal, evaluate the effectiveness of instructional and intervention strategies, and make timely adjustments based on student performance.
EQUITY CONSIDERATIONS	

School Name 405-Patterson High School Principal Name: April Myrick

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	51.4%	57.4%	65.6%	59.3%	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. OTG: 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. **CCR: 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?	For the Class of 2027, Patterson High School will increase the graduation goal to 70%. Building on the successful practices from the previous year, we will implement a more systematic and differentiated progress-monitoring process designed to identify students at risk of not graduating early and connect them with targeted supports. Data Progress Monitoring: Progress will be monitored through the Graduation Tracker, which will provide ongoing data on each student's progress toward meeting graduation requirements, including credits, assessments, and service-learning hours. Students will be differentiated based on their specific needs, with targeted interventions such as credit recovery, service learning opportunities, mentoring, and individual student supports. Communication & Conferences: To ensure that students and families have a clear understanding of their progress, we will provide OTG letters and conduct individual OTG student/parent conferences each semester. Cohort meetings, mentoring, celebrations, and ongoing communication with students, families, teachers, counselors, CCR staff, and other stakeholders will reinforce expectations and celebrate progress towards graduation. Service Learning: A particular focus for Cohort 2027 will be service learning completion. The school will provide monthly service learning projects and opportunities to help students accumulate the required hours throughout the year by the end of Semester 1 (Jan 15, 2027) rather than waiting until the end of senior year. W50 Withdrawals: The school will also closely monitor W50 withdrawals to identify students who may have disengaged from school. These students will be reviewed for appropriate reengagement efforts or to determine whether they have transferred or enrolled in another educational setting. This process will help ensure that students are accurately accounted for and that appropriate supports are provided when needed. Greater Leadership Team Meetings: Ultimately, Patterson's approach will be grounded in early identification, consistent progress monitoring, differentiated intervention, and collective accountability. The GLT meetings will be used for all cohort/grade level team leaders to monitor their cohort OTG progress, develop strategies to support students each quarter, while maintaining consistent communication and celebrating student progress, we will work collectively to move students toward being on track to graduate.

EQUITY CONSIDERATIONS	

School Name 405-Patterson High School Principal Name: April Myrick

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	83.7%	81.0%	74.0%	67.3%	49.4%

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?	Continue efforts from last year and add: Cohort attendance competition Assign (non instructional staff) mentors to all tier 3 students who failed courses last year (7-10 students per mentor) MTSS Ensuring teachers take accurate attendance during the first 6 weeks of school. Diligently start work early on our NO SHOW list during the first weeks of school with a goal of finding out where the students are and removing those that have transferred to other schools, outer of state from our enrollment. Diligently start work early on our non-compliance immunization list. Hold daily meetings with the inner core attendance team members with the view of tracking daily school attendance (Dr. Orebamjo, Ms. Davis, Ms. Torregoza, Ms. Iyesi, Ms. Morgan, Mr. Allen). Monitor progress - cohorts & attendance team
EQUITY CONSIDERATIONS	