SY 2026-2027 School Performance Plan

School Name 429-Vivien T. Thomas Medical Arts Academy **Principal Name:** Lori Bush

School's Mission:	School's Vision:
The Vivien T. Thomas Medical Arts Academy learning community develops and engages students with a passion for the healthcare professions. By exposing students to high quality instruction, rigorous programming, and health career related internships, Vivien T. Thomas prepares students to make informed post-secondary education and career choices.	The Vivien T. Thomas Medical Arts Academy will graduate students who are academically and professionally prepared for the rigors of college and the twenty-first century global workforce.

School Name 429-Vivien T. Thomas Medical Arts Academy **Principal Name:** Lori Bush

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)	22.0%	18.3%	19.1%	32.7%	41.2%
MCAP ELA Avg Performance Level (Growth)	2.10	2.02	2.11	2.26	2.32

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?	Interim and standards-aligned assessment data to monitor the percentage of students demonstrating proficiency and movement from developing toward proficient performance. Monthly Assessment Data Check-In results to determine whether teachers are using classroom assessment evidence to identify student strengths, misconceptions, and instructional next steps. Student work reviewed during Academic Planning to examine students' ability to independently process grade-level text, demonstrate understanding, and respond to standards-aligned tasks. Walkthrough and coaching data to monitor implementation of standards-aligned Know/Do objectives, aligned assessments, grade-level text, student discourse, writing, checks for understanding, and feedback. MCAP-aligned diagnostic and benchmark data to monitor progress toward the annual ELA proficiency goal and identify standards and student groups requiring additional instructional support. ILT lesson-plan review and feedback data to monitor the frequency and quality of standards-aligned Know/Do objectives, objective-assessment alignment, checks for understanding, opportunities for students to read and respond to grade-level text, and planned instructional responses to student learning evidence.
EQUITY CONSIDERATIONS	

School Name 429-Vivien T. Thomas Medical Arts Academy Principal Name: Lori Bush

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%	6.6%	9.6%
MCAP Math Avg Performance Level (Growth)	1.29	1.27	1.33	1.54	1.73

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	Algebra I module assessment data, including assessment completion and proficiency rates, analyzed by standard to identify areas of mastery and standards requiring additional instruction.

making progress toward your SPP goal?	MCAP-aligned interim/benchmark assessment data to determine whether student performance on curriculum-based assessments is translating to success on rigorous, standards-aligned tasks and whether students are progressing toward the annual proficiency goal. Standards-level analysis comparing student performance across module assessments, interim assessments, and MCAP-aligned tasks to identify patterns, misconceptions, and gaps in mathematical understanding and application. ILT lesson-plan review and feedback data to monitor standards-aligned Know/Do objectives, objective-assessment alignment, use of curriculum resources, checks for understanding, mathematical reasoning, and planned responses to student learning evidence. Academic Planning evidence from lesson-strengthening cycles to monitor improvements in alignment among the standard, learning objective, instructional task, and assessment and teachers' use of student data to strengthen upcoming instruction. Monthly mathematics curriculum specialist coaching evidence, including modeled instructional strategies, collaborative planning, standards and data analysis, identified instructional next steps, and evidence of implementation following coaching. SAGA tutoring data, including student participation, targeted skills/standards, and student performance, to monitor whether tutoring is aligned with identified instructional needs and coordinated with core mathematics instruction.
EQUITY CONSIDERATIONS	

School Name 429-Vivien T. Thomas Medical Arts Academy **Principal Name:** Lori Bush

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	58.3%	62.0%	64.9%	72.5%	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?	To determine whether the strategy is making progress toward the High School Graduation goal, the CCR Team will monitor multiple indicators related to graduation readiness, academic progress, intervention effectiveness, and college and career readiness. Data points will include the percentage of students with an updated four-year graduation plan, accurate course scheduling for 9th and 12th grade students, On-Track-to-Graduation Dashboard status, credit attainment and deficiencies, weekly grade trends, progress report and report card results, attendance and chronic absenteeism, completion of required assessments, and Service-Learning Hours. We will also monitor students identified for targeted intervention, participation in supports such as coach class and credit recovery, and the number of students who move from off track to on track following intervention. Student Learning Plan completion, student and family follow-up, CCR readiness by 10th grade, and progress toward one of the 4 E's, Enrollment, Employment, Enlistment, or Entrepreneurship, will also be reviewed. These data points will be monitored through regular PDSA cycles to determine whether current strategies are improving student progress toward on-time graduation and postsecondary readiness.
EQUITY CONSIDERATIONS	

School Name 429-Vivien T. Thomas Medical Arts Academy Principal Name: Lori Bush

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	92.6%	92.3%	86.1%	84.8%	79.1%

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?	To determine whether our strategies are making progress toward the Wholeness goal, the Attendance Team will monitor schoolwide and grade-level attendance rates, chronic absenteeism rates, individual student attendance trends, consecutive absences, and the number and percentage of students moving out of chronic absenteeism. The Attendance Team has expanded to include our Community Schools Coordinator, Climate and Culture Lead, Social Worker/504 and SST Chair, IEP Chair, Student Wholeness Specialist, and School Nurse to provide a multidisciplinary approach to tiering supports and identifying and addressing individual barriers to student attendance. The team will monitor the implementation and effectiveness of Tier 1 attendance incentives, targeted Tier 2 and Tier 3 interventions, documented family outreach and due diligence in Infinite Campus, and student attendance following intervention to determine the effectiveness of the intervention. Infinite Campus data will be reviewed during weekly Attendance Team meetings and four-week PDSA cycles to assess progress, determine the effectiveness of interventions and incentives, and make adjustments to supports based on student needs.
EQUITY CONSIDERATIONS	