SY 2026-2027 School Performance Plan

School Name 406-Forest Park High School **Principal Name:** Ninia Mouzone

School's Mission:	School's Vision:
Forest Park is a community school dedicated to serving the students of Baltimore City by meeting their vocational, academic, and social emotional needs. We implement a robust, challenging, diverse and student-centered curriculum that strategically incorporates technology and 21st century practices. FPHS' mission is to cultivate engaged, responsible and productive global citizens.	Forest Park High School, in partnership with the community, will empower students to be global citizens who are collaborative, critical thinkers who employ creativity and innovation with effective communication.

School Name 406-Forest Park High School **Principal Name:** Ninia Mouzone

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)	12.3%	19.2%	22.3%	23.7%	20.4%
MCAP ELA Avg Performance Level (Growth)	1.83	2.04	2.08	2.09	2.02

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?	9th) By EOY 26/27, our students will improve their performance on the following reading and writing standards (RL 9-10.5, L9-10.4, RI 9-10.1, and W9-10.2) to 80% mastery as measured from our BOY in-house diagnostic and the Galileo BOY assessment. This will be measured by comparing BOY in-house writing diagnostic and BOY Imagine+ exam with an EOY writing diagnostic and EOY Galileo exam. We will achieve this by implementing targeted interventions and differentiated instruction based on ongoing formative assessments. 10th) By EOY 26/27, our students will improve their performance on the MCAP assessment. Specifically, we will increase the number of students scoring a Level 2 by 10% and increase the number of students scoring a Level 3 by 5%. This will be measured by comparing the student proficiency data from the 25/26 SY MCAP with the results from the EOY assessment. We will achieve this by implementing targeted interventions and differentiated instruction based on ongoing formative assessments with focus areas on the following standards based on BOY diagnostic exam [L. 9-10.4, L.9-10.5, RL. 9-10.(1,2,3,5&6), RI.9-10.(1,2,3&6), W.9-10.2] 11th & 12th) By EOY 26/27, our students will improve their performance on writing standards W11-12.4 to 80% mastery as measured from our writing diagnostic. This will be measured by comparing BOY writing diagnostic and EOY writing diagnostic and EOY exam. We will achieve this by implementing targeted interventions and differentiated instruction based on ongoing formative assessments. We will also focus attention on L11-12.1 and L11-12.2 to help aid the writing process. AP) By EOY 26/27, our AP scores will increase in the following ways. We will have a maximum of 15 1's in AP Lang, 10 1's in AP Lit, and 0 1's in AP Seminar. We will have 90% of our AP Seminar students earn a 3 or higher. We will have 20% of our AP Lang and AP Lit students earn a 3 or higher. This will be measured by EOY AP data. We will achieve this by sharing common practices and focusing our attention on the Essential Knowledge (AP Standards) that are tested most frequently on past exams.
EQUITY CONSIDERATIONS	

School Name 406-Forest Park High School Principal Name: Ninia Mouzone

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%	5.6%	11.1%	8.7%	9.9%
MCAP Math Avg Performance Level (Growth)	1.40	1.52	1.70	1.70	1.62

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	We will track the progress towards this goal by monitoring Reveal End of Module assessments for student completion and proficiency. The math department is also selecting 2 standard clusters of the

making progress toward your SPP goal?	area of focus for vertical tracking and collaboration within the department and through the different contents in the department. Teacher informal observations from instructional coaches/administrators and formal observations from administrators will be used to analyze the impact of the different cycles for improving student math incomes as it relates to the 4 PLC cycles and their connection with teacher T actions for instructions. AREA #1 Build differentiation into lessons to ensure that we are appropriately remediating for struggling students and extending for advanced students. AREA #2 Deepen collaborative planning to expand to all math courses to enhance lesson plans and analyze assessment data to inform instruction. AREA #3 SAT questions of the day for classes with Sophomores, Juniors, and Seniors to build proficiency on those style questions. Algebra 1 ~ 18% of students will pass their MCAP, 52% will score a 2, and less than 30% of students will score a level 1. The average score of students on the MCAP will increase by 5 points. Geometry / Algebra 2 / Stats ~ 80% of students will be proficient on end of Module Reveal Assessments and every teacher will give every exam. AP ~ Increase the number of passers in AP math courses by 50% The department will also analyze student task alignment as performed in Forest Park 5 Math assessments on a bi-weekly basis.
EQUITY CONSIDERATIONS	

School Name 406-Forest Park High School Principal Name: Ninia Mouzone

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	68.1%	71.5%	72.1%	79.9%	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?	OTG for the entire school. Cleansing MSDE list and determining if students have been re-engaged or if we can re-engage them. Determining what students need credit recovery and ensuring they have been registered and are completing credit recovery. Targeted supports during progress reports for students that are failing. At the end of semester 1 determining what students need credit recovery. GPA data and credits earned data will be tracked both at the Progress report periods and at the marking report periods. Student Success Teams will initiate structures to provide additional supports to students at risk of not earning credits during the semester 1.
EQUITY CONSIDERATIONS	

School Name 406-Forest Park High School Principal Name: Ninia Mouzone

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	78.7%	74.2%	67.8%	69.0%	66.8%

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?	Attendance Data , Attendance Incentives, Home Visits, OTG Meetings, Completion and Implementation of PDSA. We will also look at engagement data tied to wholeness with the measured statistics of student invovlement in extracurricular activities and the relation to their GPA and attendance data.
EQUITY CONSIDERATIONS	