

Blair G. Ewing Center, Alternative Program School Improvement Plan SY25

During the 2024 School Year, the Blair G. Ewing Center served middle and high school students with significant academic gaps and transient enrollment. Due to this mobility, the Alternative Program previously received an “Insufficient Data” designation on the Maryland School Report Card; no star rating or accountability points were assigned for School Year 2024-2025.

The 2025–26 SY, SIP will focus on:

1. Monitoring **course grades** in ELA and Math to align with the **Achievement pillar and the MD State Report Card**.
2. Measuring **student growth** via MAP (Academic Progress).
3. Establishing **baseline proficiency** via MCAP (Academic Achievement).
4. Ensuring **high participation** to collect valid accountability data to support the Attitude Pillar (School Quality and Student Success (SQSS)).
5. Applying an **equity lens** to monitor outcomes for Black/African American students, SWDs, and EMLs (Graduation Rate, Progress in Achieving English Language Proficiency (ELP), Readiness for Post-Secondary Success).

MD Report Card Component		Goal	Data Monitoring Resources
Achievement Pillar	ELA ▾	By the end of 2025–26, at least 70% of students will earn a grade of C or higher in English.	Target Data 70% of students earned C or higher → Goal set at 70%. Identify students below the goal target for early support. Monitoring Data MP 1, 2,3, 4 Interims % students meeting goal End of MP1, MP2, MP3, MP4 % students C or higher.
	Math ▾	By the end of 2025–26, at least 70% of students will earn a grade of C or higher in Math.	Target Data 70% of students earned C or higher → Goal set at 70%. Identify students below the goal target for early support Monitoring Data MP 1, 2,3, 4 Interims % students meeting goal End of MP1, MP2, MP3, MP4 % students C or higher
Academics <i>*Identify 2 - 3 areas for academic improvement using a variety of data points.</i>			
	ELA ▾		

		At least 50% of students completing both entry and exit MAP-R assessments will demonstrate growth or move up at least one NWEA achievement band during their enrollment, providing an additional measure of literacy impact. By the end of 2025–26, baseline MCAP ELA data will be established for students enrolled in the program.	Target Data • Target Data: MAP-R growth reports (entry to exit comparison). • Monitoring Data: Entry Exit Data Entry Log, MAP-R/MAP-M dashboards • Target Data: MCAP ELA assessment results (% achieving performance Levels 3 & 4). • Monitoring Data: Participation records, test completion rates, MCAP dashboards.
	Math ▾	At least 50% of students completing both entry and exit MAP-M assessments will demonstrate growth or move up at least one NWEA achievement band during their enrollment, providing an additional measure of mathematics impact. By the end of 2025–26, baseline MCAP Math data will be established for students enrolled in the program.	• Target Data: MAP-M growth reports (entry to exit comparison). • Monitoring Data: MAP dashboards, • Target Data: MCAP Math assessment results (% achieving performance Levels 3 & 4) • Monitoring Data: Participation records, test completion rates, MCAP dashboards.
Attendance Pillar	Chronic Ab... ▾	In SY25, at least 70% of students will demonstrate 5% attendance growth compared to their home school.	Target Data 70% of students increase attendance rate by 5% compared to home school → Goal set at 70%

Attitude Pillar School Quality & Climate <i>*Identify 1-2 MD State Report Card components and delete unused rows.</i>			Monitoring Data Identify students below the goal target for early support. Track % Students meeting 5% growth weekly, biweekly, and monthly during data chat meetings. Track % Students Not Chronically Absent. Review Individual Case Management Logs, Counseling sessions/attempts, parent phone calls, interventions, and referrals HSL forms Check-in Daily, Weekly & Monthly
	MD School... ▾	At least 70% of students will earn 85+ behavioral points, and the total student suspensions will be less than 50..	Target Data 70% of students meet the behavioral point target. ≤ 50 suspensions program-wide Monitoring Data Identify students below the goal target for early support. Track % Students with 85+ daily behavioral points daily and monthly during student data discussion meetings. Site-based Student Surveys, and MD School Survey for Climate & Safety. 80% of identified students engaged. With wrap-around services (students/families participating in Bi-monthly meetings, counseling, interventions). Individual Case Management Logs, Counseling sessions/attempts, parent phone calls, interventions, and referrals HSL forms Check-in Daily, Weekly & Monthly

To meet the SIP goals in literacy, math, and the achievement pillar, staff will engage in targeted professional learning and receive structured support focusing on:

1. Instructional effectiveness through standards-aligned backwards mapping and planning evidence-based strategies
 2. Monitoring and coaching by leaders for instructional impact
 3. Targeted support for SWDs and English Learners using WIDA Can Do descriptors to increase EML growth toward ELP 4.5 benchmark.
 4. Collaboration with Central Office cross-functional teams to provide instructional support.
- In order to meet these goals, staff will engage in learning and receive support in the following areas.

Professional Learning & Instructional Focus	Leader Learning	Central Office Cross-Functional Team Support
❖ Staff will engage in Backwards Mapping (Standards → Assessments → Learning Goals → Activities) using the “I Do, We Do, You Do” model to ensure alignment between standards, learning goals, and instructional activities. ❖ Standards Deconstruction: Identify verbs (skills) and nouns (concepts) in standards to pre-plan assessments. ❖ Assessment Alignment: Create assessments directly tied to standards and learning goals. ❖ Lesson Sequencing & Scaffolds: Develop scaffolded lessons focusing on “Science of Learning,” promoting engagement through metacognitive thinking and gradual release. ❖ Staff will use ➢ accommodations to support SWD ➢ WIDA Can Do Descriptors and the ➢ ESOL Student Language Profile report to monitor progress toward English proficiency.	❖ Monitor Standard Analysis & Planning: Provide feedback on alignment between standards, assessments, and learning goals. ❖ Observe Assessment Planning: Coach staff on anticipating student misconceptions and designing aligned assessments. Lesson Sequence & Scaffold Feedback: Ensure pacing and scaffolds are appropriate and that the gradual release model is embedded. ❖ Data-Driven Coaching: Lead data meetings, model reflective practice, monitor differentiation, and support flexible path/pace strategies.	❖ Collaborate directly with teachers during planning sessions ❖ Conduct classroom walkthroughs to support the implementation of interventions ❖ Support curriculum implementation and assessment analysis. ❖ Assist with root cause analysis and data analysis for targeted intervention planning.
Community Engagement Focus:	Blair G. Ewing will develop caring relationships with and among our students, staff, caregivers, and families by implementing the following actions: ● weekly and monthly check-ins to support a safe environment that addresses the social-emotional and mental health needs of students, caregivers, and families by providing access to case management, counseling services, and wrap-around services. ● engage families regularly (in-person, over the phone, or virtually) for a	

variety of purposes, including:

- Intakes
- Bi-monthly meetings with students & caregivers
- Senior meetings
- Daily attendance calls
- Transition meetings
- Case management
- Parent conferences
- Community Partnerships & Agencies to support students and families' well-being through Clinical Solutions.

Due to the transient enrollment of students in the alternative program, no MCAP data was recorded in SY 2024–25. As such, the program will establish baseline data in SY 2025–26 to inform future goals aligned with the Maryland School Report Card. In the interim, goals will align with district expectations and emphasize growth measures available through attendance, climate surveys, quarterly grades, MAP, and MCAP as feasible.