

School Performance Plan Addendum At-a-Glance
Executive Summary
SY20-21

Introduction

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

An addendum to the School Performance Plan was developed in School Year (SY) 2020-2021 as the continuation of the detailed work and planning completed in the previous SY 2019-2020. The SPP Addendum focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile			
Crossland High School Performance Plan		School Code	School Designation
School Name	Crossland High School	1217	TSI
School Address	6901 Temple Hills Rd, Temple Hills, MD 20748		
Local School System (LSS)	Prince George’s County Public Schools		
Grades Served	9-12		
Principal's Name	Michael Gilchrist		
Principal's Email Address	michael.gilchrist@pgcps.org		
School Phone Number	301.449.4800		
Principal Supervisor's Name	Dr. Ed Ryans		
Principal Supervisor's Email	eryans@pgcps.org		
School Vision & Mission			
Vision	Crossland High School is a dynamic inclusive community that embraces a culture of learning, promotes respect and celebrates diversity in a safe and protective environment for all.		
Mission	Committed to excellence as a diverse community by inspiring and educating scholars to become productive citizens in a global society through the cultivation of critical thinking skills fundamental to success in college and careers. We are equally committed to effective communication and collaboration between students, staff, parents, and the community. <i>#weare1crossland</i>		

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)		Strategy (A technique/area of focus that school teams will use to address the SMART Goal.)	TSI Intervention
1	During the 2020-2021 SY, the percent of students scoring proficient or higher will increase by 3 percentage points as measured by the 2021 MCAP Algebra 1 assessment	Extending Collaborative Planning Sessions and infusing professional development on scaffolding of rigor levels, student tasks and application of standards. Teachers will recognize, model, connect and apply the DOK measurement tool to all standards, objectives, and lesson activities. Teachers will scaffold all lesson activities culminating with the content standards' levels of cognitive rigor.	Math Interventions - Carnegie Learning
2	During the 2020-2021 SY, the percent of students scoring proficient or higher will increase by 3 percentage points as measured by the 2021 MCAP ELA 10 assessment.	Extending Collaborative Planning Sessions and infusing professional development on scaffolding of rigor levels, student tasks and application of standards. Teachers will recognize, model, connect and apply the DOK measurement tool to all standards, objectives, and lesson activities. Teachers will scaffold all lesson activities culminating with the content standards' levels of cognitive rigor.	Read 180 Reading Intervention
3	During the 2020-2021 SY, the percent of first time 9th graders being promoted will increase by 3 percentage points as measured by the 2021 APEX Report.	Collaborative Planning Sessions (9th grade planning) and infusing professional development on scaffolding of rigor levels, student tasks and application of standards. Teachers will recognize, model, connect and apply the DOK measurement tool to all standards, objectives, and lesson	<ul style="list-style-type: none"> ● Early Warning Intervention and Monitoring System ● Professional

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		activities. Teachers will scaffold all lesson activities culminating with the content standards' levels of cognitive rigor.	Learning Communities
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