

School Performance Plan At-a-Glance
Executive Summary
SY19-20

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.

The SPP is designed to engage school leaders and stakeholders in a structured data analysis process that leads to the creation of SMART Goals targeted to impact student achievement. Through the successful utilization of the SPP, schools are able to assess, plan, and monitor targeted improvements in challenge areas.

School Profile			
High Point High School Comprehensive Support and Improvement School Intervention Plan		School Code	School Designation
School Name	High Point High School	0102	Comprehensive Support and Improvement
School Address	3601 Powder Mill Road Beltsville, MD 20705		
Local School System (LSS)	Prince George’s County Public Schools		
Grades Served	9 - 12		
Principal's Name	Nicole Isley-McClure		
Principal's Email Address	nicole.isley@pgcps.org		
School Phone Number	(301) 572 - 6400		
Principal Supervisor's Name	Dr. Charoscar Coleman		
Principal Supervisor's Email	charosc.coleman@pgcps.org		
School Vision & Mission			
Vision	High Point provides access and opportunities that maximize the potential of each student and empowers them to be successful global citizens.		
Mission	High Point is a diverse community preparing students for twenty-first century college and career opportunities through innovative teaching, experiential learning, and academic excellence.		

**School Performance Plan At-a-Glance
Executive Summary
SY19-20**

Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification			
Identify Prioritized Challenges Statements		SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?			What will we focus on to address this challenge?
1	<p>Multiple data sources indicate that a high percentage of English Learner students are not meeting Maryland College and Career Readiness Standards nor are they graduating in four years.</p> <p>Data Summary:</p> <ul style="list-style-type: none"> • ESOL enrollment has increased from 41% in SY18 to 44% in SY20. • The percent of English Language Learners who are classified as “newcomer” has increased from 11% to 25% in two years. • Three-year trended data from SY17 to SY19 showed an increase in WIDA ACCESS composite score from 2.59 to 2.78. 	From the SY19 administration of WIDA ACCESS to the SY21 administration, the composite average score will increase by 2.5% from 2.78 to 2.85.	<ul style="list-style-type: none"> • Evidence-based and standards-based instructional strategies and practices with an emphasis on pedagogical approaches for English Language Learners • Professional learning • Data-based planning and data-driven decision-making

School Performance Plan At-a-Glance
Executive Summary
SY19-20

2	<p>Multiple data sources indicate that a high percentage of English Learner students are not meeting Maryland College and Career Readiness Standards nor are they graduating in four years.</p> <p>Data Summary:</p> <ul style="list-style-type: none"> • In SY17, there was a 27% disparity in graduation rate of general education students and English Language Learners. • In SY18, there was a 21% disparity in graduation rate of general education students and English Language Learners. 	<p>From SY19 to SY21, the overall school promotion rate for 9th through 11th grades will increase from 80% to 82% as measured by end of year student credit acquisition.</p>	<ul style="list-style-type: none"> • Analysis of students' academic progress • Families and school community engagement to support student achievement and well-being • Student academic and social-emotional support • Flexible school day and extended learning opportunities implementation
---	---	--	--