

**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			
<u>Oxon Hill High School Performance Plan</u>		School Code	School Designation
School Name	Oxon Hill High School	12309	TSI: English Learners; Students with Disabilities
School Address	6701 Leyte Drive		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	9-12		
Principal's Name	Ms. Mar-c Holland		
Principal's Email Address	marc.holland@pgcps.org		
School Phone Number	3017494300		
Principal Supervisor's Name	Mr. Edward Ryans		
Principal Supervisor's Email	eryans@pgcps.org		
School Vision & Mission			
Vision	Graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.		
Mission	To provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens.		

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p>1 ESOL students have 0% of the population meeting the Reaching level of the WIDA assessment since SY 16-18 ESOL students have made no progress from a 0% for met or exceeded expectations on the English 10 and Algebra 1 MCAP</p>	<ul style="list-style-type: none"> ● Increase the number of ESOL Students who meet State Proficiency Standards on the WIDA ACCESS in the domains of Reading and Writing within a range of 1 to 3 percentage points from the November assessment to May of 2020. <p>TSI Group: English Learners; Students with Disabilities</p>	<ul style="list-style-type: none"> ● Collaborative planning with in the Master Schedule to accommodate ESOL Team, Instructional Council, Academic Coaches, School Based Management Team ● ESOL Collaborative Team Meetings ● PD schedule to build the capacity of teachers teaching ELL students ● Professional Development on SPED and ESOL strategies, culturally responsive teaching ● Data Review Workshops with Content Teachers ● Parent Quarterly/Monthly ESOL Meetings ● In house/Central Office Sponsored Learning Walks with Feedback ● Aligning the curriculum with the teacher and state-mandated assessments

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<p>2</p>	<p>Student performance has steadily decreased over the past three years on the Algebra 1 MCAP All students showed a 7% decrease from 15% for SY 16-17 data for met or exceeded expectations on the Algebra 1 MCAP SPED students had a 3% decrease from the 3% of students in SY 15-17 that met or exceeded expectations on the Algebra 1 MCAP</p>	<ul style="list-style-type: none"> ● Increase the percentage of students achieving a score of 3, 4 or 5 on the Algebra 1 MCAP by 3- 5 percentage points by the end of SY20 <p>TSI Group: English Learners</p>	<ul style="list-style-type: none"> ● Algebra 1 Collaborative Team Meetings ● Professional Development to support Algebra Teachers ● Professional Development on SPED and ESOL strategies, culturally responsive teaching ● Targeted Content Support for Mathematics Teachers based upon low scores and high failure rates. ● Academic Support ● Tutoring ● In house/Central Office Sponsored Learning Walks with Feedback ● Aligning the curriculum with the teacher and state-mandated assessments
<p>3</p>	<p>Students have made limited gains on the English 10 MCAP over the past three years SPED students had a 6% decrease from the 10% of students in SY 15-16 that met or exceeded expectations on the 10th grade English MCAP</p>	<ul style="list-style-type: none"> ● Increase the percentage of students achieving a score of 3, 4 or 5 on the English 10 MCAP by 3-5 percentage points by the end of SY20 <p>TSI Group: English Learners; Students with Disabilities</p>	<ul style="list-style-type: none"> ● English 10 Collaborative Team Meetings ● Professional Development to support English 10 Teachers ● Professional Development on SPED and ESOL strategies, culturally responsive teaching ● Targeted Content Support for English Teachers based upon low scores and high failure rates. ● Academic Support ● Tutoring ● In house/Central Office Sponsored Learning Walks with Feedback

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			<ul style="list-style-type: none">● Aligning the curriculum with the teacher and state-mandated assessments
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