

**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.

| <b>School Profile</b>                       |  |                    |  |
|---|--|--------------------|--|
| <u>Central High School Performance Plan</u> |  | <b>School Code</b> | <b>School Designation</b>  |
| <b>School Name</b>                          | Central High School  | 01810              | <b>TSI: Economically Disadvantaged; English Learner; Hispanic/Latino; Students with Disabilities</b> |
| <b>School Address</b>                       | 200 Cabin Branch Rd  |                    |  |
| <b>Local School System (LSS)</b>            | Prince George's County Public Schools  |                    |  |
| <b>Grades Served</b>                        | 9-12   |                    |  |
| <b>Principal's Name</b>                     | Ms. Keishia S. Wallace   |                    |  |
| <b>Principal's Email Address</b>            | keishia.wallace@pgcps.org  |                    |  |
| <b>School Phone Number</b>                  | 301-499-7080   |                    |  |
| <b>Principal Supervisor's Name</b>          | Dr. Edward Ryans   |                    |  |
| <b>Principal Supervisor's Email</b>         | eryans@pgcps.org   |                    |  |
| <b>School Vision &amp; Mission</b>          |  |                    |  |
| <b>Vision</b>                               | All Central High School students will graduate with knowledge and skills that will enable them to become life-long learners and productive citizens of a global society. |                    |  |

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| <b>Mission</b> | Central High School will foster a healthy and conducive learning environment to empower our students to be engaged by attending school daily, which will assist in the development of social, academic and life skills. Supportive services will be delivered through respectful relationships through wrap around and support and collaboration. We will strengthen career awareness, professional skills and prepare students for post - secondary education upon graduation. |
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| <b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>  |  |  |
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| <b>Identify Prioritized Challenges Statements</b>   | <b>SMART Goal</b>  | <b>Focus Areas</b>   |
| <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><b>1</b> The promotion rate (of students promoted to 10th grade) decreased by 23% in one year.</p>   | <p>Increase the 9th grade promotion rate will increase by 5 percentage points: (Baseline)55% to (Target)60%.</p> <p style="color: red;">TSI Group: Economically Disadvantaged; English Learner; Hispanic/Latino; Students with Disabilities</p>    | <ul style="list-style-type: none"> <li>● Frequent monitoring of Red-Zone students: attendance, academic progress, interventions, success of interventions, next steps</li> <li>● Bi-Weekly incentives for 9th grade students who are on track</li> </ul>   |
| <p><b>2</b> The pass rate for Algebra I, for all students, is 16%.</p> <p>The pass rate for Algebra 1 decreased by half over the past two years for Latino / Hispanic students.</p> | <p>During the 2019-2020 SY, the percentage of overall first time ALG I students, reaching met or exceeded on the MCAP will increase by 3 percentage points: (Baseline)16% to (Target)18%</p> <p style="color: red;">TSI Group: Hispanic/Latino</p> | <ul style="list-style-type: none"> <li>● Analysis of benchmark data, focusing on weak skills</li> <li>● Re-teaching and monitoring of action plans</li> <li>● Re-assessing and spiraling in previous skills</li> <li>● Professional Development for teachers: ESOL instructional strategies with a consistent focus on using visuals to teach conceptual skills</li> </ul> |
| <p><b>3</b> Despite growth in Grade 10 on the</p>   | <p>During the 2019-2020 SY, the percentage of</p>  | <ul style="list-style-type: none"> <li>● Analysis of benchmark data,</li> </ul>  |

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

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|  | <p>PARCC English 10, the amount of students who are meeting and/or exceeding on the exam is a third of the grade level population.</p> | <p>overall first time ENG 10 students, reaching met or exceeded on the MCAP will increase by 3 percentage points: (Baseline)32% to (Target)35%</p> <p style="color: red;">TSI Group: Economically Disadvantaged; English Learner; Hispanic/Latino; Students with Disabilities</p> | <p>focusing on weak skills</p> <ul style="list-style-type: none"> <li>● Re-teaching and monitoring of action plans</li> <li>● Re-assessing and spiraling in previous skills</li> </ul> |
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