

**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>			
<a href="#"><u>International High School @ Largo School Performance Plan</u></a>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	International High School @ Largo	13352	
<b>School Address</b>	505 Largo Rd, Upper Marlboro		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	9-12		
<b>Principal's Name</b>	Dr. Alison Hanks-Sloan		
<b>Principal's Email Address</b>	alison.hankssloan@pgcps.org		
<b>School Phone Number</b>	301-702-3810		
<b>Principal Supervisor's Name</b>	Dr. Ryans		
<b>Principal Supervisor's Email</b>	International High School @ Largo		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	IHSLA creates a diverse community of excellence that value Curiosity, Aspiration, Resilience, and Empathy. IHSLA empowers global ambassadors to successfully embark on their college and career journey.		
<b>Mission</b>	IHSLA provides diverse learners with a mastery-centered, experiential, inclusive education centered on higher-order thinking, language proficiency, and restorative practices.		

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<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>			
<b>Identify Prioritized Challenges Statements</b>		<b>SMART Goal</b>	<b>Focus Areas</b>
What are the 3 prioritized challenge statements?			What will we focus on to address this challenge?  <i>These focus areas will be used to craft the SMART goal for these challenging areas.</i>
<b>1</b>	At a school designed for English Language Learners, we know that English proficiency is the key to access all other instructional requirements. Only 53% of ESOL students achieved their English proficiency growth-to-target goal on WIDA ACCESS, dropping our school scores by 9 percentage points from the prior year.	During the 2019-20 school year, ELL students who performed at levels 1-3 on the 2019 WIDA ACCESS will increase their English proficiency by 3 -5 percentage points on the assessment.	<ul style="list-style-type: none"> <li>● Develop differentiated curriculum unit plans that provide both content and language acquisition.</li> <li>● Conduct lesson studies and walkthroughs to evaluate the effectiveness of instructional alignment that incorporates content and language acquisition strategies.</li> <li>● Assess all language domains quarterly.</li> <li>● Utilize the PDSA model during curriculum share/collaborative planning to develop common writing, reading, speaking and listening strategies.</li> <li>● Discuss strategies and the SMART goal progress during Instructional Council meetings monthly.</li> </ul>
<b>2</b>	Attendance impacts academic performance and student promotion.	During the 2019-2020 school year, we will increase the number of students per grade level	<ul style="list-style-type: none"> <li>● Monitor attendance through grade level Kidtalk meetings weekly.</li> </ul>

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		<p>that are not chronically absent by 3 - 5 percentage points.</p>	<ul style="list-style-type: none"> <li>● Support advisors making contact with students/families after three days of absences and referring chronic/habitual absences to the School Instructional Team.</li> <li>● Review chronic/habitual attendance records at the biweekly support team and monthly attendance committee meetings to determine needed interventions with students/families.</li> <li>● Create PBIS incentives by grade level team for highest attendance rate, weekly/monthly/attendance improvement by student/grade level and through awards ceremonies monthly.</li> </ul>
<p><b>3</b></p>	<p>Less than 10% of our students have passed the MCAP Algebra 1 assessment during SY 19.</p>	<p>We will increase scores of first time Algebra 1 MCAP test-takers who scored at level 2 or 3 on the SY 19 assessment by 3-5 percentage points.</p>	<ul style="list-style-type: none"> <li>● Formative/interim/summative and benchmark mathematics assessment results will be analyzed during the curriculum share/collaborative planning using the PDSA model to inform and determine needed content-based, language acquisition and differentiated strategies weekly.</li> <li>● Use the PDSA model to determine progress towards mathematical standards weekly.</li> <li>● Target more language and math skills to help build their mastery of mathematical skills.</li> </ul>

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			<ul style="list-style-type: none"><li>• Discuss strategies and the SMART goal progress during Instructional Council meetings monthly.</li></ul>
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