

**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>The Academy of Health Sciences @ Prince George's Community College School Performance Plan</u>		School Code	School Designation
School Name	<i>The Academy of Health Sciences @ Prince George's Community College</i>	01350	
School Address	301 Largo Rd., Largo, MD 20774		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	9-12		
Principal's Name	Dr. Kathy Richard Andrews		
Principal's Email Address	kathy.andrews@pgcps.org		
School Phone Number	301-546-7247		
Principal Supervisor's Name	Dr. Edward Ryans		
Principal Supervisor's Email	eryans@pgcps.org		
School Vision & Mission			
Vision	The Academy of Health Sciences @ Prince George's Community College (<i>AHS@PGCC</i>) has a noble intent: to improve our community by decreasing the high school dropout rate and increasing the number of students who will earn an associate degree, regardless of their socio-economic status. To do so, <i>AHS@PGCC</i> will create a culture that provides learning opportunities for all admitted students, at least fifty-percent of whom are First-Generation College and/or eligible for free or reduced lunch.		

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Mission	The mission of the Academy of Health Sciences @ Prince George’s Community College (<i>AHS@PGCC</i>), a partnership between Prince George’s County Public Schools and Prince George’s Community College, is to offer Prince George’s County students the opportunity to earn a high school diploma and an associate degree simultaneously through a challenging dual enrollment curriculum. As a school district and community college premier center for innovation in teaching and learning, <i>AHS@PGCC</i> will position students to pursue postsecondary education and a meaningful career path.
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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 We are implementing strategies to sustain 100% pass rate for all subgroups on the English/Language Arts (ELA) Maryland Comprehensive Assessment Program (MCAP) during program expansion.</p>	<p>During SY 2020, 100 percent of Year 2 Students will score level 3, 4, or 5 on the MCAP English 10</p>	<ul style="list-style-type: none"> ● Faculty must know what the performance targets are for students to pass the ELA MCAP, how to locate and manipulate relevant data in Unify, and how to interpret complex data. ● Faculty will plan, lead, and reflect on professional development focused on ELA data analysis. This is the most effective way for faculty to understand and own the data for accountability purposes.
<p>2 We are implementing strategies to improve the pass rate for all students taking the Algebra I MCAP from SY18 to SY19.</p>	<p>During the 2019- 2020 SY, the percent of Year 1 Algebra I test takers scoring a 3, 4, or 5 on the Algebra I MCAP will increase by 5-8 percentage points.</p>	<ul style="list-style-type: none"> ● Faculty must know what the performance targets are for students to pass the Algebra I MCAP, how to locate and manipulate relevant data in Unify, and how to interpret complex data. ● Faculty will plan, lead, and reflect on professional development

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			focused on Algebra I data analysis. This is the most effective way for faculty to understand and own the data for accountability purposes.
3	Two Year 3 students failed college credit courses that count toward high school graduation. One Year 3 student failed Introduction to Art (ART 1010) and Music Appreciation (MUS 1010), while another failed MUS 1010 and Ancient and Medieval History (HST1310). We are continuing to monitor the academic progress of our students enrolled in college classes.	During the 2019-2020 SY, the percentage of Year 3 Health Sciences students who fail two or more courses required to achieve a high school diploma will be reduced by 10%.	<ul style="list-style-type: none"> ● Student Support Services will revise progress monitoring and interventions for grade 11 students. ● Student Support Services will promote more strategic student utilization of PGCC academic support resources for courses required for high school graduation. ● Student Support Services will investigate course scheduling options that would improve outcomes for struggling students.