

**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 | | | |
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| <u>Tall Oaks High School Performance Plan</u> | | School Code | School Designation |
| School Name | Tall Oaks High School | | TSI: Economically Disadvantaged; Black/African American |
| School Address | 2112 Church Road Bowie MD, 20721 | | |
| Local School System (LSS) | Prince George's County Public Schools | | |
| Grades Served | 11th & 12th | | |
| Principal's Name | Dr. Larry C. McRae | | |
| Principal's Email Address | lmcrae@pgcps.org | | |
| School Phone Number | (301) 390- 0230 | | |
| Principal Supervisor's Name | Dr. Charoscar Coleman | | |
| Principal Supervisor's Email | charosc.coleman@pgcps.org | | |
| School Vision & Mission | | | |
| Vision | To graduate students that are college and career ready in a safe and orderly environment with the collaboration of students, teachers, and the community. | | |
| Mission | To provide educational opportunities necessary to assist our students in acquiring knowledge and skills to support their goals of college and careers, leading to becoming productive citizens and | | |

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| | lifelong learners. |
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| Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification | | |
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| Identify Prioritized Challenges Statements | SMART Goal | Focus Areas |
| 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 this challenge area.</i> |
| 1 Students historically have not performed well on reading and writing tasks. 4% of the enrolling students scored below proficient on the SLO pre assessment in 2018. | By the end of the 2019-2020 school year, Tall Oaks will increase by 3-5 percentage points students scoring proficient on the writing SLO. | Focusing on strengthening writing skills across all content areas. The PARCC rubric, SLO Pre and Post data will be used to monitor the impact of the the strategies used to support the improvement in writing. |
| 2 Attendance (chronically) The percentage of students who were chronically absent has increased 20% over the last three years. Student truancy, lack of motivation, and suspensions have contributed to this progression. By June 2020 Tall Oaks will reduce this trend by 3% or more from the 2018 SY. | By the end of the 2020 school year, Tall Oaks will show an increase in the number of students who are not chronically absent by 3-5 percentage points TSI Group: Economically Disadvantaged; Black/African American | Closely monitor PS-105 document, ISS Staff will make daily phone calls, Teachers will call parents after 3 absences, attendance team will meet with the parent(s) and student(s) after 4-7 absences to discuss attendance concerns and to sign an attendance contract. After 10 absences the Administrator and PPW will meet with Parent(s) and Student(s) to discuss next steps. |
| 3 CTE - Data shows, certification in CTE programs has been less than 20% for students graduating from Tall Oaks | By the end of the 2020 school year, Tall Oaks will increase the overall CTE certification by 3-5 percentage points. | -Develop a comprehensive student academic plan that will serve the student through graduation. which will include information on the CTE programs offered. |

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| <p>compared to other graduates in the last three years. Students' preparation for taking the certification exams has not been successful; therefore, students receiving certification has been less than 3% over the past year.</p> | <p style="color: red;">TSI Group: Economically Disadvantaged; Black/African American</p> | <ul style="list-style-type: none"> -Connect enrolling students with CTE programs of interest, when possible -Create a more inviting climate and build the certification requirement into the weekly lesson plan and into the students' grades. |
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