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			
Bladensburg High School Performance Plan		**School Code**	**School Designation**
School Name	Bladensburg HS	02308	**TSI:Economically Disadvantaged; English Learner**
School Address	4200 57th Avenue		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	9-12		
Principal's Name	B. Aisha Mahoney		
Principal's Email Address	bernnadette.mahoney@pgcps.org		
School Phone Number	301-887-6700		
Principal Supervisor's Name	Dr. Charoscar Coleman		
Principal Supervisor's Email	charosc.coleman@pgcps.org		
School Vision & Mission			
Vision	Bladensburg HS will be a safe institution of learning to support all stakeholders in being solution oriented problem solvers and high performing professionals in a globally challenging society.		

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	The Bladensburg High School community will deliberately reach high levels of academic proficiency, build positive character capacity, and prepare for college and career readiness. This will be accomplished through a Respectful, Academic Achieving, Collaborative Culture of Excellence.
Mission	

	Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
	Identify Prioritized Challenges Statements What are the 3 prioritized challenge statements?	**SMART Goal**	**Focus Areas** What will we focus on to address this challenge? *These focus areas will be used to craft the SMART goal for this challenge area.*
1	A three-year trend in PARCC ALG 1 data indicates that more than 90% of students did not meet or exceed expectations. The following may be some of the contributing factors: one-third of the teaching staff had only 1-3 years of teaching experience, and others were teaching out of their certification areas. This trend was evident amongst Algebra I instructors.	During the 2019-2020 school year, the percentage of first-time test takers scoring at a level 3 or higher will increase by 3-5 percentage points on the MCAP Algebra 1.	• Growth in our 1st time test takers in Algebra 1 • Professional development to build teacher pedagogical capacity • Extended collaborative planning to allow more time for teacher planning, analysis of data, examining student work, and participation in lesson/unit studies. • Build a culture of collaboration and learning throughout the school. Through a collaborative effort, professional educators, administrators, and teachers need to develop programs that will help keep the teacher in the classroom

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	- Performance: 1st time takers to meet 725 & improvement of re-testers to decrease AVP projects - Specifically targeting a certain group of students to focus on prior to the fall administration - How do we support/structures for our 12th grade students with AVP and also support our 10th & 11th grade students with passing the MCAP Math and RELA before needing the AVP? Root Cause - What are teachers teaching in the classroom?		
2	*The 2017/2018 WIDA/ACCESS data indicates that 87% of our ELL students are performing at proficiency levels of 1-entering, 2-emerging, or 3-developing and no more than 6% of students are exiting the WIDA program. Contributing factors Inconsistencies in ELL students' ability to reason through verbal and written communication in their classes.	During the 2019/2020 school year, 45% of ELL students who are currently enrolled in ESOL English classes and performed at levels 1-3 on the 2019 WIDA ACCESS will meet their target growth or target proficiency level, demonstrating appropriate growth in language acquisition. TSI Group: English Learner	- Providing the necessary support for ELL students to meet their growth-to-target goal set by the ESSA - Increase the number of students exiting the ESOL program by attaining a 4.5 or higher overall proficiency score on the WIDA/ACCESS assessment - Professional development to build teacher capacity in supporting linguistic development

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	- Attendance has an impact on ELLs' development of language proficiency. - Professional development for teachers has been determined as an area of need for identifying their ELLs, their proficiency levels, best practices, strategies and tools to support ongoing gains in language proficiency.		
3	The 2017/2018 WIDA/ACCESS data indicates that 87% of our ELL students are performing at proficiency levels of 1-entering, 2-emerging, or 3-developing and no more than 6% of students are exiting the WIDA program. Contributing factors - Inconsistencies in ELL students' ability to reason through verbal and written communication in their classes. - Attendance has an impact on ELLs development of language proficiency. - Professional development for teachers has been determined as an area of need for identifying	During the 2019/2020 school year, the percentage of students who are not chronically absent will increase by 5 percentage points. TSI Group: Economically Disadvantaged	- System/structure for accurate record keeping (AP procedures) - Establish an attendance team to monitor and report chronic absenteeism - Professional development on BHS attendance procedure/process - PBIS strategies, incentives, and initiatives to support/promote "healthy" attendance - Possibly establish a pathway for students that will support attaining high school completion for our ELL students who are 20 years of age when entering.

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