

**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>Community Based Classroom High School Performance Plan</u>		School Code	School Designation
<b>School Name</b>	Community Based Classroom (CBC)		<b>TSI:Black/African American; Economically Disadvantaged; Hispanic/Latino</b>
<b>School Address</b>	5150 Annapolis Road Bladensburg, MD 20710		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	11-12		
<b>Principal's Name</b>	Dr. Tammy Williams		
<b>Principal's Email Address</b>	tamwill@pgcps.org		
<b>School Phone Number</b>	301-985-5149		
<b>Principal Supervisor's Name</b>	Dr. Charoscar Coleman		
<b>Principal Supervisor's Email</b>	charoscar.coleman@pgcps.org		
School Vision & Mission			
<b>Vision</b>	CBC's Vision is aligned to PGCPS which is as such:		

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	Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready.
<b>Mission</b>	CBC’s Mission Statement is as such: The mission of Community-Based Classroom (CBC), an alternative high school, is to provide students an opportunity to earn their diplomas. CBC offers small class sizes, flexible schedules, supportive resources, and quality educators who deliver differentiated and rigorous instruction. These practices and services ensure that students develop skills and abilities for college and/or career in a diverse global society.

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements  What are the 3 prioritized challenge statements?	SMART Goal  <b>TSI:Black/African American; Economically Disadvantaged; Hispanic/ Latino</b>	Focus Areas  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>
<p>1    <b>CBC’s Overall Student Attendance Rate has dropped significantly over the last three school-years from 93% to 89%. By June 2020, CBC will target this data point for improvement.</b></p> <p><b>SY 15-16~93.10%</b> <b>SY 16-17~91.10%</b> <b>SY 17-18~89.30%</b> <b>SY 18-19~TBD</b></p> <p><b>CBC will focus on its chronically absent students to improve its overall attendance rate</b></p>	<p>~By June 2020, CBC will show an increase in the number of students who are not chronically absent, by 2%-5%, percentage points.</p> <p style="color: red;"><b>TSI Group:Black/African American; Economically Disadvantaged; Hispanic/ Latino</b></p>	<ul style="list-style-type: none"> <li>● Focus on Why do students not come to school?</li> <li>● Conduct parent meetings about attendance - with the administration.</li> <li>● Use advisory class to address the importance of attendance.</li> <li>● Incentivize perfect and 90% and above attendance rates - raffle, attenDANCE, school store, etc.</li> <li>● Have SIT meetings with all students who are in the chronic absenteeism category - include parents.</li> <li>● Attendance Contracts - for applicable students...</li> <li>● As a staff, address the reasons why students are not coming to school. Identify the students who are potentially chronically absent in the first month of school. These students would start in an advisory</li> </ul>

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			<p>class. Then, address those who are at risk of becoming chronically absent, build out the attendance committee to include members of administration, counselor, specialist and pupil personnel worker.</p> <ul style="list-style-type: none"> <li>● Strengthen the students’ focus their attendance rates and interventions for improved attendance.</li> <li>● Monitor attendance period by period and make calls within the period</li> <li>● At the intake conference, emphasize with signed memorandum CBC’s focus on attendance to address potential chronic absenteeism.</li> <li>● Monitor attendance monthly, through SIT, (students with a 90% or lower attendance rate).</li> </ul>
2	<p><b>CBC’s Graduation Rate has improved over the last two years for its 4-Year (and 5-Year) Cohort. By June 2020, it is CBC’s goal to continue to meet this target with a 93% or higher.</b></p> <p><b>SY 16-17~93.94%</b> <b>SY 17-18~&gt;95.00%</b></p>	<p>~By June 2020, at least 90% of CBC students will apply to one of the following post-secondary planning options: university, community colleges, military branches and/or trade schools.</p> <p style="text-align: center;"><b>TSI Group: Black/African American; Economically Disadvantaged; Hispanic/ Latino</b></p>	<ul style="list-style-type: none"> <li>● Monitor the number of students who apply to university, community college, the military or trade school.</li> </ul>
3	<p><b>Typically, CBC has 1 final</b></p>	<p>During SY 19-20, CBC will increase its student</p>	<ul style="list-style-type: none"> <li>● Provide small class sizes within the</li> </ul>

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<p><b>school-year with the majority of its students. By June 2020, CBC will focus on increasing its Student Enrollment numbers and ensure that identified seniors meet graduation requirements (i.e. Credits Needed, SSLH Volunteer Experiences, Testing Requirements (i.e. PARCC, MISA, HSA &amp; AVP)) and Post-secondary Plans.</b></p> <p><b>SY 15-16~131 SY 16-17~120 SY 17-18~91 SY 18-19~83</b></p>	<p>enrollment by 10% from SY 18-19.</p> <p style="text-align: center;"><b>TSI Group:Black/African American; Economically Disadvantaged; Hispanic/ Latino</b></p>	<p>master schedule</p> <ul style="list-style-type: none"> <li>● Monitor individual students' performance~regularly</li> <li>● Reflect a positive professional staff</li> <li>● Have a food pantry with non-perishable, "grab and go" items</li> <li>● Offer flexible student schedules</li> <li>● Emphasis counseling interventions</li> <li>● Conduct home visits</li> </ul>
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