

**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>Fairmont Heights High School Performance Plan</u>		School Code	School Designation
School Name	FAIRMONT HEIGHTS HIGH	18306	TSI: Economically Disadvantaged; Hispanic/Latino; Students with Disabilities
School Address	6501 Columbia Park Rd		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	9th-12th Grade		
Principal's Name	Torrie S. Walker		
Principal's Email Address	torrie.walker@pgcps.org		
School Phone Number	301-925-1360		
Principal Supervisor's Name	Dr. Charoscar Coleman		
Principal Supervisor's Email	charosc.coleman@pgcps.org		
School Vision & Mission			
Vision	The vision of Fairmont Heights High School is to empower students to exhibit PRIDE everyday. Fairmont Heights High School students are R espectful, P unctual, D isciplined, and fully E ngaged at all times while striving to become Independent thinkers as they transform from Fairmont Heights High School to the global community		

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Mission	The mission of Fairmont Heights High School will <i>prepare, lead, encourage, and challenge</i> students to achieve academic excellence and participate in a multitude of cultural and extracurricular activities to function in a global society.

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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 Special Education Population Individualized Educational Plans (IEP) - Students with IEPs have made limited or no gains in passing the Graduation Assessments in the areas of ELA PARCC, Algebra 1 PARCC and LSN HSA. This data includes the Regional Wing Students and Comprehensive Community Reference Instructional.</p> <p>Graduation Assessments Includes:</p> <ul style="list-style-type: none"> ● ELA MCAP; ● Algebra 1 MCAP; and ● LSN Government. 	<p>By the end of school year 2019-20, the total percent of Students with Disabilities (first time and repeaters) who score 3, 4 or 5 on the RELA MCAP will increase by 5 percentage points.</p> <p style="text-align: center; color: red;">TSI Group: Students with Disabilities</p>	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to special education teachers content knowledge and pedagogy ● Training for Co-Teachers and Teacher groups to ensure that they master the skills necessary to improve student achievement. ● ELA MCAP, Algebra 1 MCAP and LSN HSA achievement in all grades
<p>2 Graduation Assessments: Students are making limited gains on</p>	<p>By the end of school year 2019-20, the total percent of first time and repeaters who score 3, 4,</p>	<ul style="list-style-type: none"> ● Provide teachers will training necessary to assist students with

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	<p>assessments related to graduation requirements in the area of English, Mathematics and Government. Additionally, there has to be an increase in the percentage of students with Individualized Educational Plans (IEP) that meet or exceed the standards.</p>	<p>or 5 on the Algebra 1 MCAP will increase by 5 percentage points.</p> <p style="color: red; text-align: center;">TSI Group: Economically Disadvantaged</p>	<p>skills to pass assessments</p> <ul style="list-style-type: none"> ● Ensure that the curriculum is aligned to the assessments. ● Provide instruction and bootcamps prior to the test administration to ensure that students are prepared to successfully meet or exceed the standards.
3	<p>HS Course Performance (Grades 9-10) and Chronic Absenteeism - There has been an increase in SY17/18 to 40% of students in 9th and 27% of students in 10th that did not pass two or more courses. -Chronic absenteeism has contributed to student failures.</p>	<p>By the end of 2019-20, the 9th grade promotion rate, as defined by PGCPs, will increase by 10 percentage points.</p>	<ul style="list-style-type: none"> ● Offer remediation in the form of tutoring and afterschool program that will assist students in successfully passing courses necessary to move to the next grade. ● Attendance contracts for students who have previously missed over 15 days of school.