

**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.

<b>School Profile</b>			
<u><a href="#">Largo High School Performance Plan</a></u>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	Largo High School	13314	<b>TSI: Economically Disadvantaged; Students with Disabilities</b>
<b>School Address</b>	505 Largo Road		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	9-12		
<b>Principal's Name</b>	Dr. Afie Mirshah-Nayar		
<b>Principal's Email Address</b>	afie.mirshahnayar@pgcps.org		
<b>School Phone Number</b>	301-808-8880		
<b>Principal Supervisor's Name</b>	Dr. Ed Ryans		
<b>Principal Supervisor's Email</b>	eryans@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	To enrich and empower students to become self-sufficient, lifelong learners and productive members of society.		
<b>Mission</b>	Growth Mindset, Accountability, Respect, Responsibility, and Relationships		

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<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>		
<b>Identify Prioritized Challenges Statements</b>	<b>SMART Goal</b>	<b>Focus Areas</b>
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>
<b>1</b> Attendance: <ul style="list-style-type: none"> <li>● Since the 2015-2016 school year our attendance rate has been at 92%. The inability to increase attendance rate beyond 92% is a challenge.</li> </ul>	In 2019-2020 increase within a range of 5% - 10% percentage points of all students not chronically absent.	<ul style="list-style-type: none"> <li>● Hold weekly attendance committee meetings.</li> <li>● Review monthly attendance data for all students and communicate with students and their families.</li> <li>● Hold SIT meetings for chronically absent students.</li> <li>● Place chronically absent students on attendance contracts.</li> <li>● Communicate in person with students who have between 10-17 absences on Attendance BLITZ Days.</li> <li>● Monitor interventions and supports in a school database for each student.</li> </ul>
<b>2</b> English 10: <ul style="list-style-type: none"> <li>● Currently only 30.3% are proficient on the assessment.</li> <li>● Only 4% of our SPED</li> </ul>	In 2019-2020 increase the total number of first time test takers that meet the level of 3,4,or 5 on	<ul style="list-style-type: none"> <li>● Gather benchmark assessment data each quarter for all English 10 students in order to review their progress towards academic</li> </ul>

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	<p>students scored as proficient in 17-18 on the English assessment.</p>	<p>the MCAP English 10 by 5% - 10% percentage points.</p> <p style="text-align: center; color: red;"><b>TSI Group: Economically Disadvantaged; Students with Disabilities</b></p>	<p>standards.</p> <ul style="list-style-type: none"> <li>● Develop an English 10 Committee and hold monthly meetings.</li> <li>● Identify a target group of students for support and intervention.</li> <li>● Develop a monitoring tool for target/intervention group students.</li> <li>● Through collaborative planning the English 10 team uses student achievement data to plan for curriculum implementation.</li> <li>● Targeted support and intervention for students with IEPs.</li> <li>● Started MCAP review to model students test-taking and annotation strategies</li> </ul>
<p><b>3</b></p>	<p>Algebra 1:</p> <ul style="list-style-type: none"> <li>● Currently only 20.6% are proficient on the assessment.</li> <li>● None of our SPED students scored as proficient in 17-18 on the Algebra 1 assessment.</li> </ul>	<p>In 2019-2020 increase the total number of first time test takers that meet the level of 3,4,or 5 on the MCAP Algebra 1 by 5% - 10% percentage points.</p> <p style="text-align: center; color: red;"><b>TSI Group: Economically Disadvantaged; Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>● Develop a 9th Grade Committee to include Algebra 1 teachers.</li> <li>● Identify and use mentoring strategies with 9th grade students.</li> <li>● Identify students for “Cub Club” and hold meetings with students to review their academic progress and goals.</li> <li>● Collaborative planning for 9th Grade Algebra 1 team in order to support curriculum implementation.</li> <li>● Targeted support and intervention for students with IEPs.</li> </ul>