

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

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.

An addendum to the School Performance Plan was developed in School Year (SY) 2022-2023 as the continuation of the detailed work and planning completed in the previous years. The SPP Addendum focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile		
[School Name Level] School Performance Plan	School Code	School Designation
School Name	HIGH POINT HIGH	0102
School Address	3601 POWDER MILL RD, BELTSVILLE MD 20705	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	09 - 12C1	
Principal's Name	Lori Taylor	
Principal's Email Address	lori.taylor@pgcps.org	
School Phone Number	3015726400	
Principal Supervisor's Name	Isley, Nicole	
Principal Supervisor's Email	Nicole.Isley@pgcps.org	
School Vision & Mission		
Vision	<p>High Point provides access and opportunities that maximize the potential of each student and empowers them to be successful global citizens.</p> <p>*After the turnaround work is complete, this vision will guide the work of the school's initiatives, program, and structures to empower students.</p>	
Mission	<p>High Point is a diverse community preparing students for twenty-first-century college and career opportunities through innovative teaching, experiential learning, and academic</p>	

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excellence.

*After this turnaround work is complete, this mission will direct how the vision is accomplished in order to prepare students for college and career.

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)	Strategy (A technique/area of focus that school teams will use to address the SMART Goal.)	TSI Intervention
1	Modeling the SOLVE Method	
2		
3		

Title I Narrative

The school's plan to ensure external stakeholders (including parents, families, communities and other partners) have the opportunity to provide input and engage in joint development of school plans.

1. In preparation for SY23, provide a detailed description of how a broad range of stakeholders (including parents, school staff and community members) had and/or will have the opportunity to be involved in school-level data analysis in order to identify the school's academic needs and root causes. Include how evidence of this process has/will be collected at the school level.

- Stakeholder Engagement in Data Analysis

In preparation for SY23, High Point High School stakeholders had, and will continue to have, opportunities to review data and analyze the effectiveness of school-wide initiatives. The data used to inform instructional decisions include, but are not limited to, the following: student attendance, WIDA ACCESS scores, ESOL enrollment data, graduation rate data (by subgroups), student demographic data, MCAP data, diagnostics and benchmarks.

Strategic planning with stakeholders occurred and will continue to occur on multiple levels throughout the year. Collaborative and grade level teams review various data points bimonthly. High Point's Instructional Leadership

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Team holds monthly meetings to monitor academic progress across content and demographics. Content specific Data Dives provide stakeholders with valuable data to establish instructional foci based on student performance. The school community at-large (families, community partners, administrators and staff) had opportunities to engage quarterly in Town Hall sessions which were designed to inform yet garner input from a broad range of stakeholders. Ultimately, stakeholders from the classroom-based level to the school-community level will continue to convene to ensure that everyone contributes to the analysis of data and actionable next steps.

Evidence of the above process will be reflected through documents such as meeting agendas, email communications, and/or artifacts and products from the discussed activities.

2. In preparation for SY23, provide a detailed description of when and how a broad range of stakeholders (including parents, school staff and community members) provided and/or will provide the opportunity to give input on the school's current Performance Plan (Title I Schoolwide Plan). Include how evidence of this process has/will be collected at the school level.

- Stakeholder Engagement on SPP Team

A broad range of stakeholders were consulted for the continuation of CSI/Title 1 Plan SY23 (Year 3). At the monthly HPHS Comprehensive Support Team meetings, representatives of teachers, administration, students, and parents provided input on the school-wide progress toward school improvement goals. In smaller groups, stakeholders will continue to meet with administrators at various opportunities such as content department meetings, High Point Parents in Action Leadership Meetings, Community Schools Steering Committee Meetings, grade-level Town Halls, and "meet with the principal" sessions.

Evidence of the above process will be reflected through documents such as meeting agendas and/or artifacts and products from the activities.

3. In preparation for SY23, provide a detailed description of what strategies and/or events are used to engage parents and families in the joint development of the school's Parent & Family Engagement Plan and School-Parent Compact. Include how evidence of this process has/will be collected at the school level.

- Stakeholder Input on PFE Plan & Compact

Parents and families will continue to be integral stakeholders in the implementation of initiatives during SY23. Through parent focus groups, surveys, along with the Community Schools Steering Committee, parents and families have provided and will continue to relay suggestions which will inform the development of the Parent and Family Engagement Plan. As the needs of the school community continue to shift, the Parent and Family

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Engagement Plan will also be adjusted to reflect the actual needs expressed.

The Parent and Family Engagement Plan and School-Parent Compact will continue to be distributed through online/electronic communication methods.

4. In preparation for SY23, provide a detailed description of how parents and families provide input on how the Parent & Family Engagement (PFE) Title I allocation will be used. Include how evidence of this process has/will be collected at the school level.

- Stakeholder Input on PFE Allocation

Regularly, parents and families have the opportunity to participate in sharing ideas for the allocation of resources. Families are surveyed at the beginning of the school year. Throughout the year, Parent Engagement Assistants field questions and suggestions from families. By the spring, at the annual allotment information session with the Principal, stakeholders will have a forum to make inquiries and to provide input. Evidence of the engagement with parents will be captured through documents such as meeting agendas and/or artifacts and products from the activities.

5. In preparation for SY23, provide a detailed description of how state, federal, and local resources are combined to maximize the impact on student achievement (e.g. Title I funds used for transportation to support Extended Learning Opportunity programs funded through Title III grant funds.) Include how evidence of this process has/will be collected at the school level.

- Blending Resources to Impact Achievement

The collective federal, state, and local funding sources will be used to leverage opportunities for academic achievement. The allocation of CSI funds to add instructional staff and create extended learning opportunities will support academic efforts toward progress.

High Point's Title 1 allocations support the CSI initiatives by providing instructional staff and technology, which will support the instructional needs, learning opportunities, and software supports being used in the CSI Plan.

High Point will continue to monitor and provide evidence that might include artifacts such as the following: professional development presentations, staff schedules, staff logs, school-wide/student data when appropriate, etc.

** Please contact the school for information regarding the School Performance Plan.*

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