

School Performance Plan At-a-Glance

Executive Summary

SY24-25

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 School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP 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 Code	School Designation
School Name	ONLINE CAMPUS	2253	Community - No
School Address	4815 DALTON ST, TEMPLE HILLS, MD 20748		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	07 - 12		ATSI - No
Principal's Name			Sustainability -No
Principal's Email Address			
School Phone Number	2406968659		
Principal Supervisor's Name			
Principal Supervisor's Email			
Vision	Our vision is to provide an inclusive learning environment that cultivates social-emotional growth and empowers students through transformative technology-driven education.		
Mission	We are committed to: Delivering a high quality, student-centered education through innovative virtual platforms. Fostering a dynamic and supportive learning community that empowers students to achieve academic excellence, cultivate social-emotional well-being, and embrace the opportunities of a digital world.		

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; M easurable; A chievable; R ealistic; T imebound	Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)
1-Math During the 2024-25 SY, of students enrolled in Geometry, 80% of students will improve by one performance band on the rubric for type 3 and type 4 questions from the pre to post-test.	The focus will be on Implementing Strategies for working with Type 3 and Type 4 Constructed Response problems using the CER (Claim, Evidence, Reasoning) model.
2-Wholeness By the end of the school year (June 2024), 85% of Online Campus students will participate in one quarterly writing activity to improve their writing skills, with progress measured by the MCAP writing and genre specific writing rubric developed by Online Campus English teachers. Each student will demonstrate at least one level of improvement in rubric scores over the course of the year.	The primary objective is to integrate consistent, structured formal common writing activities into the curriculum and ensure that teachers are equipped with effective tools and strategies to teach, monitor, and assess students' writing.
3-	
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	