

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	SURRATTSVILLE HIGH	0908	Community - No
School Address	6101 GARDEN Dr, CLINTON,MD - , CLINTON MD 20735		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	09 - 12		ATSI - No
Principal's Name	Katrina Lamont		Sustainability - Yes
Principal's Email Address	Katrina.Lamont@pgcps.org		
School Phone Number	3015992453		
Principal Supervisor's Name	Ryans, Edward O Neal		
Principal Supervisor's Email	eryans@pgcps.org		
Vision			
Mission			

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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 SY 2024-25, 5 percent of students who are first-time 9th graders taking Geometry will score in the Proficient or Distinguished Learner Performance band as measured by the 2025 MCAP Geometry Assessment.	Teachers will use instructional strategies to promote student discourse and the use of academic vocabulary.
2-RELA/ELA During the 2024-25SY, the percentage of 10h graders who take the 2025 MCAP ELA 10 Assessment and score within the proficient or distinguished range will increase by 5 percent--(SY24-31.37% to 36.37%).	Each RELA collaborative planning session will focus a specific instructional strategy that centers around bolstering student engagement--specifically teacher modeling of the writing process and providing meaningful/strategic student feedback. RELA will leverage the collaborative planning cycle effectively long range plan, examine student work, analyze and discuss data and address and reflect on the problem of practice.
3-	
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	