

**Bladensburg Elementary 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>Bladensburg Elementary School Performance Plan</u>		School Code	School Designation	
School Name	Bladensburg Elementary School	0205	TSI: SPED	Title 1
School Address	4915 Annapolis Rd			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K-6			
Principal's Name	Dr. Judith Haughton-Williams			
Principal's Email Address	judith.williams@pgcps.org			
School Phone Number	301-985-1450			
Principal Supervisor's Name	Dr. Ava Tasker-Mitchell			
Principal Supervisor's Email	ava.taskermitchell@pgcps.org			
School Vision & Mission				
Vision	It is our vision at Bladensburg Elementary that ALL students will become successful learners that are academic, creative, and intellectual citizens of society. ALL stakeholders will be partners in making contributions that will promote a positive learning experience for ALL learners. Relationships will be developed that will foster a climate of trust, cultural tolerance, respect, and cohesiveness.			
Mission	As a learning community, we will strive daily to do: 1. Maintain a safe learning environment			

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	<ol style="list-style-type: none">2. Establish a culture for learning in which students are motivated to reach their fullest potential3. Promote Academic Excellence by way of literary engagement across all disciplines, intervention support, integration of daily written language, and development of oral language through vocabulary acquisition.
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p>1 Attendance/Discipline: Students with Disabilities student group failed to meet the 34.41% cut off combined accountability framework indicator points on the school's Maryland Report card. This impact is due to the excessive absenteeism of more than 30% of the student group.</p>	<p>During the 2019-2020 SY, ESSA student groups will increase their attendance by 5%.</p> <ul style="list-style-type: none"> ● TSI Students with Disabilities group will increase with a growth of 5 percentage points or better <p>By the end of SY 2019-2020 Students with Disabilities group will increase with a growth of 5 percentage points or better will <u>increase by 5% points from 34% to 39%</u></p>	<p>Student Attendance</p> <ul style="list-style-type: none"> ● Positive Behavior Intervention System (PBIS) will be initiated in order to address attendance issues for all ESSA Student groups. ● Targeted individual plan for habitually and chronically truant and tardy students via School Instructional Team meetings. ● Targeted programs and initiatives to support students and family needs via internal and external partnerships by way of Culturally Responsive Supports.
<p>2 Developmental Reading Assessment K-2 data shows that growth is not sustainable overtime by cohorts beginning at the Kindergarten grade level. Decline in LEP cohort groups overtime is an evident and an</p>	<p>On the Spring DRA 2019-2020 the number of on or above grade level Kindergarten & First Graders will increase by 5 percentage points.</p>	<p>DRA</p> <ul style="list-style-type: none"> ● PLC will participate in Collaborative Planning and Development sessions monthly on reading instructional strategies for all student groups. Page Turner

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	<p>affirmation of language and attendance barriers.</p>	<p>Kindergarten from: 63% to 68% Grade 1 from: 45% to 50% Grade 2 from : 52% to 57%</p> <ul style="list-style-type: none"> ● TSI Group: Students in grades Kindergarten through 2nd grade with Disabilities will increase by 1-2 levels on their DRA assessment 	<p>Consulting Company will be hired as a consultant to support the work of addressing student deficits of all student groups with a focus on TSI student group. The focus of this development will be effective small group instruction and the utilization of running records to address individual student needs. Leadership coaching teams will support the instructional program to meet individual student needs by way of Tiers 1 & 2 interventions.</p> <ul style="list-style-type: none"> ● Employ the use of the Can Do Descriptors and the 3 Key ESOL strategies to assist with increasing reading fluency and comprehension abilities of the LEP student group.
<p>3</p>	<p>MCAP Mathematics In the discipline of Mathematics, A cohort study of students beginning in fourth grade through sixth grade demonstrated that there was zero net change growth overtime. Students continue to struggle with mastering the mathematical concepts each academic year.</p>	<p>During the 2019-2020 Administration of the Math MCAP, the percentage of students scoring proficient in grades 3-6 will increase by at least 10 percentage points.</p> <p>In Grade 3 from: 40% to 50% In Grade 4 from: 20% to 30% In Grade 5 from: 18% to 28% In Grade 6 from: 20% to 30%</p> <ul style="list-style-type: none"> ● TSI Students will demonstrate gains on the MCAP Math assessment with a growth of 5 percentage points or better on the 	<p>MCAP Math</p> <ul style="list-style-type: none"> ● PLC sessions will take place to build teacher capacity in unpacking Mathematics standards utilizing Scientific-based research strategies. ● Mathematics achievement across all grades per the state standards will be addressed via focus, coherence, and rigor.

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