

Chillum 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			
Chillum Elementary School Performance Plan		School Code	School Designation
School Name	Chillum Elementary School	1709	Title I
School Address	1420 Chillum Road Hyattsville MD 20782		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pk - 5th		
Principal's Name	Dr. Ryan Daniel		
Principal's Email Address	ryan.daniel@pgcps.org		
School Phone Number	(301) 853-0825		
Principal Supervisor's Name	Dr. Niki Newman-Brown		
Principal Supervisor's Email	niki.brown@pgcps.org		
School Vision & Mission			
Vision	Chillum Elementary School strives to create a safe environment, which fosters the development of responsible and caring students who are global and critical thinkers. It is the vision of the school to prepare students academically for college and careers by striving for excellence in education.		
Mission	Chillum Elementary School will provide a challenging and comprehensive academic program that meets the educational, physical, social and emotional needs of every child. Staff, parents and community members will work collaboratively to ensure students receive a high quality education. The learning environment will promote high expectations for every student through professional		

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	development, collaborative leadership, integration of technology, and reflective teaching practices of educators.
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements What are the 3 prioritized challenge statements?	SMART Goal	Focus Areas What will we focus on to address this challenge?
1 Math/Oppor-Access: Students have made limited gains in mathematics over the past three years and there has also been a decrease in student proficiency from 4th to 5th grade. In the last three years, 75% or more students failed to meet expectations on the state math assessment. Fourth and fifth grade LEP students did not meet or exceed expectations for 2016-2017 to 2017-2018 school year. There is no school wide Math intervention program or opportunity for students.	On the May 2020 administration of MCAP Math students meeting or exceeding expectations will increase by 7 percentage points in grades 3-5. In grades 3 from 23% to 30% In grades 4 from 11% to 18% In grades 5 from 22% to 29%	<ul style="list-style-type: none"> ● Using SBB and Title 1 funding to implement research based interventions focused on Math. ● Using newly purchased Math Resource teacher to pull student groups focused on foundational math skills and interventions. ● Paraprofessional and Math resource teacher purchased through Title 1 funds can support students through math pull out groups and push in support during flexible math groups ● Common assessments will be created with Math teachers, Math ILT and Math Resource Teacher for progress monitoring ● Professional Learning Communities (PLC) to build teacher capacity specific to teacher mathematics content knowledge and pedagogy.

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			<ul style="list-style-type: none"> • iReady purchased for all students
2	MCAP ELA Special Education students have not met or exceeded expectations on MCAP RELA for the past three years. In addition, 4th and 5th grade LEP students have not met or exceeded expectations for the past two years.	On the May 2020 MCAP ELA administration students meeting or exceeding expectations will increase by 7 percentage points in grades 3-5. In grades 3 from 31% to 38% In grades 4 from 28% to 35% In grades 5 from 28% to 35%	<ul style="list-style-type: none"> • Professional learning communities on how to support diverse learnings • Professional development workshops focused on co-teaching models for ESOL and SPED resource teachers • Intentional collaborative planning structured to support ELA teachers and paraprofessionals
3	DRA On DRA, SPED students are performing significantly lower than all sub groups. Kindergarten students have decreased in percentage of students on or above grade level.	On Spring DRA administration, the number of SPED students performing at or above grade level will increase by 10 percentage points from the Winter DRA administration.	<ul style="list-style-type: none"> • Professional learning communities on how to support diverse learning styles • Professional development workshops focused on co-teaching models for ESOL and SPED resource teachers • Intentional collaborative planning structured to support ELA teachers and paraprofessionals. • Resource teachers will be included in collaborative planning to provide