

**Cooper Lane 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>Cooper Lane Elementary School Performance Plan</u>		School Code	School Designation
School Name	Cooper Lane Elementary School	0213	Title I
School Address	3817 Cooper Lane Hyattsville MD, 20784		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre K-6th		
Principal's Name	Dr. Kishawn L. Smith		
Principal's Email Address	kishawn.smith@pgcps.org		
School Phone Number	301-925-1350		
Principal Supervisor's Name	Mrs. Ebony Shields		
Principal Supervisor's Email	ebony.cross@pgcps.org		
School Vision & Mission			
Vision	Every scholar at Cooper Lane Elementary School will be an agent of change.		
Mission	Our mission is to provide opportunities to be agents of change through service, learning and global awareness.		

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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?
<p>1 LEP student group makes the least gains in math from year to year</p>	<p>During the 2019-2020 SY the number of students performing proficient/higher on the K-2 Math SLO Post Test or meeting/exceeding expectations on the MCAP Math will increase by 5 percentage points.</p> <ul style="list-style-type: none"> ● With a focus on grades 3-6 LEP students 	<ul style="list-style-type: none"> ● Continue to use the support of the math resource teacher to provide interventions for students ● Professional development for teachers during weekly collaborative planning. ● More resources provided to students through the use of Chromebooks (Dreambox, instructional videos, etc.).
<p>2 Students are decreasing from the amount of students who are on or above grade level on their DRA scores as they move from grade to grade. Minimal progress in grades 3-6 in the percentage of students that have met or exceeded expectations</p>	<p>During the 2019-2020 SY the number of students performing on/above grade level on the K-2 DRA or meeting/exceeding expectations on the MCAP Reading will increase by 5 percentage points.</p>	<ul style="list-style-type: none"> ● Continue to build on foundational skills in reading (build foundation early in Pre-K and K with letters, emergent behaviors, sight words, phonics- for dictations), by using a reading resource teacher we could get more support for reading. Continue to use / infuse technology in the

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			<p>classroom for K-2 such as Waterford, RAZ for ESOL students, MyOn, Pearson, McGraw Hill, and other district approved websites.</p> <ul style="list-style-type: none"> ● Having full day Pre-K, use of paraprofessionals to provide support for struggling students, collaborating with ESOL teachers to provide reading support to ESOL students, vertical planning to include Pre-K to see how students have to move in their DRA levels, have sight words in practice in multiple ways. Fidelity with implementing the district’s curriculum and programs, regular instructional planning across all grade levels, quarterly goal setting conferences with students and parents with students making / writing up their own goals. ● Making sure that teachers make available of their time to analyze data. We should dig into the numbers and analyze student data by uncovering the areas where students appear deficient. Teaching students test taking strategies because this can lead to results
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			<p>especially for lower achieving students. Use of online resources from clever such as MyOn, Destiny, I-Ready, Raz-kids & other helpful links to accelerate the way students are learning. There should also be consistent small group instruction and guided reading to help students develop reading skills. With these, teachers can establish students’ fundamental skills necessary for proficient reading, expand their vocabulary knowledge, increase fluency and develop reading comprehension skills.</p> <ul style="list-style-type: none"> ● Provision of additional planning time for teachers so they have more time to share effective ideas with other teachers, access resources, brainstorm ideas, and create effective and engaging lesson plans. ● Increase teachers’ content knowledge by attending more external development opportunities such as understanding how to map the curriculum to state standards, teaching strategies, implementing
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			<p>differentiated instruction, etc. Not only does this development help teachers update their skills and hone their craft, but it also improves student success.</p> <ul style="list-style-type: none"> • Use of reading intervention programs for struggling readers (iReady, Lexia, etc) Students can access these programs at school and at home to increase their reading levels.
3	Over 65% of ESOL students scored on the lower proficiency levels (Levels 1-3)	During the 2019-2020 SY, 50% of LEP students will meet their growth-to-target-goal or target proficiency on ACCESS.	<ul style="list-style-type: none"> • Continue to identify the weakness domain (Listening, Speaking, Reading, Writing) of Level 3 students and provide focus instruction that will move to overall proficiency of Level 4.5 to exit. • Increase the pull-out sessions of Level 3 students to 150 minutes a week and focus on explicit teaching of language skills. Continue to provide professional development to classroom teachers on techniques and strategies to meet the needs of Level 3 ELLs. To have five (5) full time ESOL teachers to decrease the number case loads to 1:45. Provide

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			at least two pull-out locations to accommodate the needs of ELLs.
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