

**Cora L. Rice 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>Cora L. Rice Elementary School Performance Plan</u>		School Code	School Designation
School Name	Cora L. Rice ES	1347	TSI: Economically Disadvantaged; Special Education; Hispanic/Latino
School Address	950 Nalley Road, Landover, MD 20785		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre K - 5th		
Principal's Name	Mickelli Dunn		
Principal's Email Address	mickelli.dunn@pgcps.org		
School Phone Number	301-363-6340		
Principal Supervisor's Name	Ebony Cross		
Principal Supervisor's Email	ebony.shields@pgcps.org		
School Vision & Mission			
Vision	All Cora L. Rice ES stakeholders are devoted to developing self-motivated lifelong learners who are college and career ready. Students will be balanced leaders who communicate effectively, advocate for themselves and others and who inspire positive change in the global community.		
Mission	To develop self-motivated, disciplined, and focused learners who have the skills to be successful and productive citizens in a diverse global society.		

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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 MCAP Mathematics All grade levels/cohorts are not making consistent gains over the past three years. SWD in grades 3-5 have made no gains in the past three years.</p>	<p>By May 2020 student meeting or exceeding expectations on the mathematics MCAP will increase by 3%.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (3% increase) ● TSI Group: Hispanic students (3% increase) ● TSI Group: Econ. Disadvantaged (3% increase) 	<ul style="list-style-type: none"> ● Collaborative planning - curriculum alignment, pacing, data-driven instructional planning. ● Focus on instructional shifts, curriculum, manipulatives, teacher support through collaborative planning.
<p>2 MCAP ELA/DRA The percentage of scholars that meet/or exceed on the Reading MCAP declines as the grade levels progress. The Black or Afr. Amer. student group scores below 20% met or exceeded in reading from year to year. No students with disabilities met/exceeded expectations in 3 years. On the DRA, 2nd grade performance has declined over the years across the grade levels and across the cohort. Special Education students in grades K-1 are making limited DRA gains</p>	<p>By May 2020 students meeting or exceeding expectations on the Reading MCAP will increase by 3% and on the DRA by 4%.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (3% increase) ● TSI Group: Hispanic students (3% increase) ● TSI Group: Econ. Disadvantaged (4% increase) 	<ul style="list-style-type: none"> ● Collaborative planning - curriculum alignment, pacing, data-driven instructional planning. ● Focus on instructional time, curriculum, Teacher pedagogical content knowledge support, teacher support through collaborative planning.
<p>3 Attendance/Discipline Chronic absenteeism rates have increased</p>	<p>By May 2020 students that are not chronically absent will increase by 5%, as</p>	<ul style="list-style-type: none"> ● Attendance committee meets monthly to review attendance data and conduct

Red font indicates the MSDE State Requirement for Targeted Support and Improvement Schools

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	<p>over the last 3 years.</p>	<p>shown on the APEX report in each student group.</p> <p>TSI Groups:</p> <ul style="list-style-type: none"> ● Students with Disabilities (5% increase) ● Hispanic/Latino (5% increase) ● Economically Disadvantaged (5% increase) 	<p>parent attendance meetings; phone calls, Class Dojo; PBIS.</p> <ul style="list-style-type: none"> ● Quarterly attendance incentives for perfect attendance ● PD for teachers on Attendance Policy (<i>Forms, Expectations, Daily Attendance and Contract, Monthly Incentives</i>)
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