

Doswell E. Brooks 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>Doswell E. Brooks Elementary School Performance Plan</u>		School Code	School Designation	
School Name	Doswell E Brooks Elementary School	1808	TSI: Students w/ Disabilities	Title I
School Address	1301 Brooke Road Capitol Heights, Maryland 20743			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K -6 Regular Education and Deaf and Hard of Hearing			
Principal's Name	Anita Stoddard, EdD			
Principal's Email Address	anita.stoddard@pgcps.org			
School Phone Number	301-817-0480			
Principal Supervisor's Name	Ebony Cross-Shields			
Principal Supervisor's Email	ebony.cross@pgcps.org			
School Vision & Mission				
Vision	Doswell E Brooks Elementary School will be a GREAT school recognized for providing educational services which ensure that all of our students who attend our diverse school graduate ready for college and careers in a global society.			
Mission	Doswell E Brooks Elementary School will provide a great education that empowers all students and contributes to thriving communities.			

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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 Math (MCAP Math/Oppor-Access) Our math data is significantly lower than our reading data; yet our primary supports are in reading</p>	<p>By June 2020 all students without disabilities meeting or exceeding expectations on MCAP Math will increase by 5 percentage points from June 2019. (Including 6th Grade 23.1 percentage points to 28.1 percentage points)</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (1 percentage point increase) 	<ul style="list-style-type: none"> ● Analyzing the IXL (from "I excel") is a math & language arts practice website for K-12 data more closely ● Conducting more learning walks with a focus on math ● Provide more Professional Development opportunities with Math EC ● Math Coach C&I support ● Build leadership (administration/math EC) capacity in overseeing maths instruction ● Analyze student work (using data to inform instruction; quality of feedback for student growth) ● Improvement upon math tasks (used in student work analysis) ● Concentrate on the skills that provide the greatest area of concern earlier on in the year.

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			<ul style="list-style-type: none"> ● Expose the students the skills needed for MCAP on the academic level they are functioning on.
2	<p>Reading (MCAP ELA) Reading-Primary</p> <p>Kindergarten students continue to score below other grade levels on the Developmental Reading Assessment</p> <p>Special Education Students are reading significantly below their regular education peers on their DRAs.</p>	<p>By June 2020 all students without disabilities in grades K-2 will increase their DRA levels by 4 levels</p> <p>By June 2020 all special education resource students in grades K-2 will increase their DRA Level by 2 levels; while our Deaf and Hard of Hearing (DHOH) special education students will increase their DRA by 1 level during the SY 20 school year . This means that all special education students will be given the DRA 3 times per year.</p>	<ul style="list-style-type: none"> ● Collaborating more with Reading Recovery ● Reading Specialist will meet with small groups of students who are below grade level ● Reading Specialist will provide Guided Reading Professional Development ● Conduct Learning Walks which focus on Guided Reading
3	<p>Attendance 15% of our students were chronically absent (at least 18 days) from school during the 2018-2019 school year</p>	<p><i>By June 2020, the percentage of students not chronically absent will decrease by 5 percentage points using the 2019 May data (15 students).</i></p>	<ul style="list-style-type: none"> ● Follow Admin 5113 (Attendance Policy) with fidelity this includes letters, conferences, contracts, etc ● Attendance will continue to be part of our PBIS program-students will continue to earn 5 points per week for attendance ● Teachers will continue to call home after 3 days absent ● Students who make perfect attendance will be recognized during our quarterly awards

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