

**Dodge Park 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>Dodge Park Elementary School Performance Plan</u>		School Code	School Designation
School Name	Dodge Park Elementary School (DPES)	01310	Title I
School Address	3401 Hubbard Road		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre-Kindergarten-6th Grade		
Principal's Name	Josette H. Moise		
Principal's Email Address	jmoise@pgcps.org		
School Phone Number	(301)883-4220		
Principal Supervisor's Name	Ebony Cross-Shields		
Principal Supervisor's Email	Ebony.cross@pgcps.org		
School Vision & Mission			
Vision	Dodge Park Elementary School will be a GREAT school, recognized for providing outstanding educational opportunities and services. We will ensure that every student in our diverse population becomes an independent reader, critical thinker, prolific writer and problem solver; prepared for college, the workforce, and service to his/her community.		
Mission	We will foster a culture of high academic excellence with an infused literacy and technology focus for every student in a welcoming, respectful, data driven, collaborative, healthy, and character building environment.		

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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?
1	The percent of 1st grade students on or above grade level in Reading in each cohort remain below 60%-	On the Spring 2020 administration of the MCAP Reading Assessment, students in grades 3-5 meeting or exceeding/expectations will increase by five percentage points. In grade 3 from: 20.6 to 25.6 % In grade 4 from : 38.4 % to 43. 4% In grade 5 from: 17.5% to 22.5 %	<ul style="list-style-type: none"> ● Small Group instruction with a focus on improving performance in both reading fluency and comprehension ● New Teacher Academy and Professional Development around small group guided reading ● Learning walks to monitor guided reading ● Peer observation/ feedback
2	Students classified in SPED have not met proficiency level in ELA and Math	On the Spring 2020 administration of the Math MCAP Assessment, the number of ESOL and Sped students in grades 3-5, meeting or exceeding expectations will increase by two percentage points. In grade 3 from: ESOL 7.4% to 9.4% Sped 0% to 2% In grade 4 from : ESOL 8% to 10% Sped 0% to 2% In grade 5 from: ESOL 3.6 % to 5.6% Sped 0% to 2%	<ul style="list-style-type: none"> ● Aligning resource services with classroom practices, consistent small group intervention ● Professional development around iReady intervention, modification of student work and small group instruction
3	Trend of 2 cohorts of students percentage	On the Spring 2020 administration of the	<ul style="list-style-type: none"> ● Math PD training around CIM and

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	<p>of Math proficiency dropped at grade 6</p>	<p>Math MCAP, students in grades 3- 5 scoring proficient or advanced will increase by five percentage points.</p> <p>In grade 3 from: 11% to 16% In grade 4 from :18% to 23% In grade 5 from: 12.5 to 17.5 %</p>	<p>Math literacy strategies- 3 Read protocol</p> <ul style="list-style-type: none"> ● Data Utilization meetings- use of Analysis protocol
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