

**G. James Gholson 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>G. James Gholson Middle School Performance Plan</u>		School Code	School Designation
School Name	G. James Gholson Middle School	1320	TSI-Students with Disabilities Title I
School Address	900 Nalley Road, Landover, MD 20785		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	6-8		
Principal's Name	Kevin Thompson		
Principal's Email Address	kevin3.thompson@pgcps.org		
School Phone Number	301-883-8390		
Principal Supervisor's Name	Kelvin Moore		
Principal Supervisor's Email	kelvin.moore@pgcps.org		
School Vision & Mission			
Vision	<i>We at GJGMS will provide a healthy and collaborative community where students develop literacy skills across all content areas and are afforded opportunities for problem-solving, critical thinking, and self-awareness in order to develop strong academics in preparation for college.</i>		

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Mission	<i>All GJGMS stakeholders will work collaboratively and communicate effectively to create a respectful, safe, and orderly environment where there is a passion for innovative teaching and lifelong learning.</i>
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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? <i>These focus areas will be used to craft the SMART goal for this challenge area.</i>
<p>1 Mathematics</p> <p>Students have made minimal gains in mathematics proficiency in the past three years due to lack of mathematics instructors, unfilled vacancies, lack of teacher content knowledge and understanding on effective mathematics instruction, lack of understanding and implementation of data to inform instruction</p>	<p><i>During the 2019-2020 SY, the number of students receiving a score of 4 or 5 on MCAP Mathematics assessment will increase by 3% from 2018-2019 MCAP results.</i></p>	<ul style="list-style-type: none"> ● Data days, PD training on strategies, data teams, peer observations, reflection, feedback, action research, mathematics learning walks ● Common grade specific unit assessments which align with State Standards and Performance Indicators. ● Evaluation of student performance on unit assessments and quarterly benchmark assessments ● Data analysis, to determine standards that students show proficiency and standards that students need additional support

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2	<p>SPED</p> <p>Students have made limited to minimal gains for proficiency on the PARCC/MCAP Assessment, due to low referral rates, lack of math instructors, and lack of understanding of disabilities (accommodations and modifications).</p>	<p><i>During the 2019-2020 SY, 3% of students with disabilities (SPED) will receive a score of 4 or 5 on the MCAP Mathematics assessment from 2018-2019 MCAP Mathematics Assessment.</i></p>	<ul style="list-style-type: none"> ● Follow the SIT/SST Process for referral, developing/implementing interventions ● Lesson planning and collaboration for special and general educators ● PD (understanding disabilities, how to read IEPs, co-teaching, delivering accommodation/ modifications, and the SIT/SST process and referrals).
3	<p>Attendance/Culture</p> <p>Over the past three years from SY 16 to SY 18, the attendance rate has gradually decreased. Furthermore, the suspension rate and students who are deemed chronically absent has steadily increased.</p>	<p><i>By May 2020, there will be a 5% increase of students NOT chronically absent.</i></p>	<ul style="list-style-type: none"> ● Monthly attendance and suspension meetings with the PPW ● Monthly parent meetings ● SIT meetings ● Monthly PBIS activities ● Monthly student discipline referral and suspension data ● Daily attendance monitoring