

**Glenarden Woods 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>Glenarden Woods Elementary School Performance Plan</u>		School Code	School Designation
School Name	Glenarden Woods ES	02010	Talented and Gifted
School Address	7801 Glenarden Parkway, Glenarden, MD 20706		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	2, 3, 4, 5		
Principal's Name	Cecelia Jones-Bowlding		
Principal's Email Address	ceceliab@pgcps.org		
School Phone Number	301-925-1300		
Principal Supervisor's Name	Susan Holiday		
Principal Supervisor's Email	susan.holiday@pgcps.org		
School Vision & Mission			
Vision	Our vision is for all Glenarden Woods Talented and Gifted students to have access to high quality accelerated learning experiences, a broad array of educational opportunities, and effective support systems equip and prepare our students to graduate college and / or career ready.		
Mission	Our mission statement defines the scope of our work to educate all of our students by implementing a highly effective Talented and Gifted instructional program with cognitive demands and differentiation. Our work will support and nurture our students through their cognitive-intellectual and socio-emotional development stages of life as they grow from grades 2, 3, 4 and 5.		

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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 DRA Data DRA Assessment: DRA- Gr. 2 - focus on increasing the number of students recognizing dictation sounds from October 2019 to January 2020.</p>	<p>DRA - increasing the 24.9% of students (21 students) who did not meet dictation sounds; increase the average percentile Fall to Winter to increase by 20 students / 24.8% to meet in the winter administration of the DRA of 95% of students to meet January 2020.</p>	<ul style="list-style-type: none"> ● Vocabulary Word Study / Phonics ● Writing across the curriculum (continue literacy plan) ● Extended learning opportunities for students focusing on the teaching of phonetics. ● Teacher use of differentiated instruction
<p>2 MCAP ELA Prioritized Challenge(s): Proficiency scores, specifically met or exceeded, increased at all grade levels.</p>	<p>May 2020 administration: MCAP E/LA assessment Grades 3-5 students SY 20 scores will increase by 2 percentage points from 89.6 to 91.6 overall school performance.</p>	<ul style="list-style-type: none"> ● Writing across the curriculum (continue literacy plan) ● Extended learning opportunities for all high-achievers demonstrating low growth ● Teacher use of differentiated instruction
<p>3 MCAP Mathematics Prioritized Challenge(s): Due to additional additional mathematics demands, student performance has not grown more than 20% though GWES is a TAG school. Students' data are scattered forming small groups within the sub groups. These students are identified through pre and post</p>	<p>May 2020 administration: MCAP Math assessment Grades 3-5 students SY 20 scores will increase by 2 percentage points from 83.7% to 85.7% overall school performance.</p>	<ul style="list-style-type: none"> ● Reasoning in all content areas (integration) ● Extended learning opportunities for students. ● Students' data are scattered forming small groups within the sub groups. These students are identified through pre and post assessment that allows for

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	assessment that allows for one on one instruction and small / flexible grouping.		one on one instruction and small / flexible grouping.
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