

**Glenn Dale 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>Glenn Dale Elementary School Performance Plan</u>		School Code	School Designation
School Name	Glenn Dale Elementary School	1408	TSI: Asian student group
School Address	6700 Glenn Dale Road, Glenn Dale MD, 20769		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	K-5		
Principal's Name	Heather A. Porterfield		
Principal's Email Address	hea.porterfield@pgcps.org		
School Phone Number	(301) 805-2750		
Principal Supervisor's Name	Susan Holiday		
Principal Supervisor's Email	susan.holiday@pgcps.org		
School Vision & Mission			
Vision	In partnership with our families and community, we are a GREAT school that provides an education that ensures every student graduates college and career ready.		
Mission	The mission of GLENN DALE ELEMENTARY SCHOOL is to empower life-long learners who will contribute to a thriving community.		

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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 Student Profile Data: Attend/Disc. Students absent 5 or more days due to unexcused absences</p>	<p>By June 15, 2020, the APEX report will indicate an increase of 2% in not chronically absenteeism.</p> <ul style="list-style-type: none"> ● TSI Group: Asian students will decrease chronic absenteeism by 2% based on reports in APEX. (Note: SY17-18 MSDE Report Card - 24.6% of Asian students are chronically absent) 	<ul style="list-style-type: none"> ● Attendance Committee to focus on students with excessive tardies and high absentee rate. (Committee: PPW, Data Coach, ILT, ESOL Chairperson, Paraprofessional Parent Liaison, PSC, Kindergarten Team Lead, AP and Principal)
<p>2 WIDA ACCESS/Opp The Bridging and Reaching levels displayed students' challenges. GDES 2.0-2.9 & 3.0 -3.9 proficiency levels are the same, although the amount of students is different. Within the 2017-2018 school year, students percent exit rate showed little increase across all grade levels. Do pull out groups support remediation/enrichment of student learning?</p>	<p>In Spring 2020 administration of the WIDA ACCESS (Writing Domain), 55% of students will meet their growth targets.</p>	<ul style="list-style-type: none"> ● Data Presentation to form the needs analysis ● Review of Professional and Support Staff available and trained to conduct small groups. ● ESOL PD on working with ELL standards to increase teacher capacity of meeting the needs of ELL students including the Asian Subgroup. ● Provide PD to our parents of ELL students on best practices for working with students by our Instructional Team.

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3	<p>MCAP Mathematics/Opp All grade levels showed a decrease in performance on the MCAP Math Assessment from 2016-2017 to 2017-2018. Asian cohort of students who were in 3rd grade in 2015-2016 started at 50% met/exceeded. Then they moved down to 0% met/exceeded in 2016-2017 and remained at 0% in 2017-2018</p>	<p>In Spring 2020 the students, Meeting or Exceeding Expectations will increase by <u>2%</u> for the MCAP Math.</p> <ul style="list-style-type: none"> ● TSI Group: Asian students (2% increase) 	<ul style="list-style-type: none"> ● Data Presentation to form the needs analysis ● Review of Professional and Support Staff available and trained to conduct small groups. ● ESOL PD on working with ELL standards to increase teacher capacity of meeting the needs of ELL students including the Asian Subgroup. ● Build teacher capacity to teach math
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