

**Highland 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				
Highland Park Elementary School Performance Plan		School Code	School Designation	
School Name	Highland Park Elementary	1307	TSI: Students w/ Disabilities	Title I
School Address	6501 Lowland Drive, Landover, MD 20785			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	PK-6			
Principal's Name	Wanda L. Robinson			
Principal's Email Address	wanda.robinson@pgpcs.org			
School Phone Number	301-333-0980			
Principal Supervisor's Name	Ebony Shields			
Principal Supervisor's Email	ebony.shields@pgcsp.org			
School Vision & Mission				
Vision	Highland Park Elementary School is a student focused, nurturing, and engaging learning environment, which provides a culture of mutual respect and high academic achievement through a rigorous instructional program that infuses literacy throughout all content areas to enhance the College and Career preparation of our students.			

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Mission	We strive to accomplish this vision by maintaining high expectations for the implementation of the systemic literacy/numeracy plan focused on academic teaching and learning; sustaining a safe, positive, and inviting school climate; monitoring the progress of students on a frequent basis to provide prescriptive measures as necessary; and promoting effective teamwork and communication among all members of the learning community.
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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?		
1 Attendance/Discipline African American and Sped Students are being suspended disproportionately.	By June 15, 2020, the APEX report will indicate a decrease in suspensions by 10 percentage points. <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (5percentage point decrease) 	Attendance/Discipline: <ul style="list-style-type: none"> ● School-wide professional development on Social-Emotional Learning and Challenging Student Behaviors and strategies embedded in the PBIS Program. 		
2 DRA/MCAP ELA DRA: Aggregate: <table border="1" style="margin-left: 20px; width: 80%;"> <tr> <td style="text-align: center;">Challenge Statement</td> </tr> <tr> <td>Across all grade levels it shows that student testing growth has fluctuated considerably. Professional development is needed in order to increase students' performance in all</td> </tr> </table>	Challenge Statement	Across all grade levels it shows that student testing growth has fluctuated considerably. Professional development is needed in order to increase students' performance in all	On the Spring 2020 Reading MAP, students meeting or exceeding expectations will increase by 5 percentage points. <ul style="list-style-type: none"> ➤ TSI Group: ● Students with Disabilities: MAP ELA (3 percentage point increase) 	DRA/MCAP ELA <ul style="list-style-type: none"> ● Build capacity of teachers and paraprofessional educators through effective scheduling and organized collaborative professional development opportunities for team planning/monitoring/sharing and utilizing of feedback.
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<p>academic grade levels.</p> <p>Disaggregate:</p> <p style="text-align: center;">Challenge Statement</p> <p>Increase in the percentage of students that met or exceeded expectations in the African American subgroup and the SPED subgroup in ELA.</p> <p>MCAP ELA:</p> <p>Aggregate:</p> <p style="text-align: center;">Challenge Statement</p> <p>Across all grade levels it shows that student testing growth has fluctuated considerably. Professional development is needed in order to increase student performance in all academic grade levels.</p> <p>Disaggregate:</p> <p style="text-align: center;">Challenge Statement</p> <p>Increase in the percentage of students that met or exceeded expectations in the African American subgroup.</p> <p><u>Combined Challenge Statement:</u> Across all grade levels, and specifically in the African American and SPED sub-groups, students performance on the</p>		
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	DRA and MCAP ELA has been low over time.						
3	<p>MCAP Math: Aggregate:</p> <table border="1" data-bbox="220 430 777 600"> <tr> <td style="text-align: center;">Challenge Statement</td> </tr> <tr> <td>There has been a decrease in grades 4 and 5 in the percentage of student proficiency.</td> </tr> </table> <p>Disaggregate:</p> <table border="1" data-bbox="220 665 777 836"> <tr> <td style="text-align: center;">Challenge Statement</td> </tr> <tr> <td>African American students are making minimal gains in mathematics over time.</td> </tr> </table> <p><u>Combined Challenge Statement:</u> On MCAP Math, there has been a decrease in grades 4 and 5 in student proficiency and African American students are making minimal gains over time.</p>	Challenge Statement	There has been a decrease in grades 4 and 5 in the percentage of student proficiency.	Challenge Statement	African American students are making minimal gains in mathematics over time.	<p>On the Spring 2020 administration of the Math Benchmark assessment, students meeting or exceeding/expectations will increase by 5%.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (3 percentage point increase) 	<p>MCAP Math</p> <ul style="list-style-type: none"> ● Build capacity of teachers and paraprofessional educators through effective scheduling and organized collaborative professional development opportunities for team planning/monitoring/sharing and utilizing of feedback.
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