

**Lake Arbor 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			
Lake Arbor Elementary School Performance Plan		School Code	School Designation
School Name	Lake Arbor Elementary School	1346	
School Address	10205 Lake Arbor Way Mitchellville, MD. 20721		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK - 5		
Principal's Name	Tonya Y. Riggins		
Principal's Email Address	tonya.riggins@pgcps.org		
School Phone Number	301-808-5940		
Principal Supervisor's Name	Susan Holiday		
Principal Supervisor's Email	susan.holiday@pgcps.org		
School Vision & Mission			
Vision	At Lake Arbor we envision students being taught by highly qualified, caring teachers and reaching high attainable goals as measured by state and national standards. The emphasis will be on academics while taking into account cultural diversity and the needs of the whole child. With our commitment to excellence, students will have the fundamental undergirding to graduate from college and career ready. It is our goal to be acknowledged as a school of excellence for student achievement.		

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	<p>It is our belief that all students should show significant gains regardless of the academic levels previously acquired, and that our students will leave school with the ability to think critically, communicate effectively (oral and written), apply problem-solving skills, and cooperate in learning groups to prepare them for productive citizenship in the 21st century. We recognize that the key to a successful educational program is having effective leadership, competent teachers, rigorous instruction, parent/ community partnerships and a safe and orderly environment.</p>
Mission	<p>It is our mission to continuously strengthen our knowledge and pedagogy, focus on sustaining improvement through data inquiry, build efficient and effective operations and establish mutual respect and trust amongst the parent/community, staff and students, thus building a positive culture for learning.</p>

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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 Student Att./Discipline: There are students Chronically Absent (absent 18 or more days)	By June 2020, the school will increase the number of students not chronically absent by 2%, from 80% to 82%.	Student Att./Discipline: <ul style="list-style-type: none"> ● Greater communication to all parents regarding attendance policies at Back- to School night, meetings and conferences ● Greater teacher accountability regarding daily attendance absent students ● Professional Guidance Counselor to implement, monitor and evaluate student attendance weekly/monthly for students in jeopardy of being chronically absent and grade-levels meeting the 94% attendance rate
2 MCAP ELA <ul style="list-style-type: none"> ● The overall MCAP ELA data indicates that no grade level has scored better than 46% on any given grade level. ● SPED students did not score above 17% on the MCAP ELA during 	On the May 2020 administration of the MCAP Reading Assessment, percent “Proficient” will increase by 3 %, in grades 3-5, from 34% to 37%	MCAP ELA <ul style="list-style-type: none"> ● Reduce reading specialist responsibilities to increase student intervention groups ● Identify professional development to enhance the team's capacity to continually adjust their teaching practice

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	<p>the last three years on any grade level.</p>		<ul style="list-style-type: none"> ● Common planning time for team members consisting, at a minimum, of one hour twice weekly. ● Norms to guide the team's process of collaborative planning and data analysis ● Ensure a cyclical approach to planning, implement, monitoring and evaluating instruction ● ELO for reading. ● K-2 teachers will do activities on building vocabulary ● Parent/Teacher curriculum nights
<p>3</p>	<p>MCAP Mathematics</p> <ul style="list-style-type: none"> ● On the MCAP Mathematics, Assessment, Students did not score greater than 21% during the last 3 year or any grade level ● On the MCAP Mathematics, There has been a downward trend for African American students in Grade 5 each year over the past three years. 	<p>On the May 2020 administration of the MCAP Math assessment, students meeting or exceeding/expectations will increase by 3%.</p>	<p>MCAP Math:</p> <ul style="list-style-type: none"> ● Utilize newly purchased math interventions ● Hire a Math ILT ● Identify professional development to build teacher capacity specific to teacher mathematics content knowledge and pedagogy ● Common planning time for team members consisting, at a minimum, of one hour twice weekly. ● Ensure a cyclical approach to planning, implement, monitoring and evaluating instruction ● Mathematics ELO

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			<ul style="list-style-type: none">● Math Fluency Drills School Wide● Parent/Teacher Collaborations Sessions
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