

**Patuxent 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>Patuxent Elementary School Performance Plan</u>		School Code	School Designation
School Name	Patuxent Elementary School	0305	
School Address	4410 Bishopmill Drive, Upper Marlboro, MD 20772		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre-Kindergarten to Fifth Grade		
Principal's Name	HeNina Bunch		
Principal's Email Address	henina.bunch@pgcps.org		
School Phone Number	301-952-7700		
Principal Supervisor's Name	Dr. Denise Greene		
Principal Supervisor's Email	denise.greene@pgcps.org		
School Vision & Mission			
Vision	To become a great school, with great students, a great staff, in a great community as we challenge every student to demonstrate higher levels of proficiency in all subjects on standardized tests while taking personal responsibility for his/her learning		
Mission	To unlock students' potential so they can soar and explore through creating and maintaining an environment for students to thrive and experience the excitement of learning		

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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 DRA Once students leave kindergarten, the percentage of students performing On/Above on DRA decrease. The AA students performing on/above grade level on DRA becomes inconsistent once they leave kindergarten over the past 3 years.	On the May 2020 administration of the DRA, students on/above grade level will increase by 5% at each grade level.	DRA <ul style="list-style-type: none"> ● Provide K and 1st grade teachers consistent opportunities to collaborate (PLC) ● <i>Waterford 1Reading intervention to support 1st grade reading focus</i>
2 MCAP ELA Once students leave 3rd grade, the percentage of students meeting/exceeding expectations on MCAP ELA is inconsistent. There is also a significant decrease in 5th Gr. AA who Met or Exceeded Expectations on MCAP ELA from 2016-17 to 2017-18	On May 2020 administration of the MCAP ELA, students <i>meeting or exceeding/expectations</i> will increase by 5%.	MCAP ELA <ul style="list-style-type: none"> ● Ensure ELA teachers are provided ongoing PD. ● Weekly collaborative planning ● Build Assessment literacy (MAP and MCAP ELA) ● Quarterly data analysis meetings <ul style="list-style-type: none"> ○ use data to inform instruction
3 MCAP Math Aggregate: 2015-2016 3rd grade cohort decreased in the percentage of students who met/ exceeded expectations on 2016-2017 and showed no growth from SY 2016-2017 to SY 2017-2018. Similarly, SPED students met or exceeded expectations in SY 2015-2016, 2016-2017, 2017-201	On May 2020 administration of the MCAP math, students <i>meeting or exceeding/expectations</i> will increase by 4% .	<ul style="list-style-type: none"> ● Ensure Math Teachers are provided consistent math PD ● Ensure Math teachers provide students with ongoing practice with performance tasks. ● Weekly collaborative planning ● Quarterly data analysis meetings <ul style="list-style-type: none"> ○ use data to inform instruction ● Build MCAP Math Assessment literacy