

**School Performance Plan At-a-Glance
Executive Summary
SY19-20**

0Introduction

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>Pointer Ridge ES School Performance Plan</u>		School Code	School Designation
School Name	Pointer Ridge	0718	
School Address	1110 Parkington Lane, Bowie, Md 20716		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	K-5		
Principal's Name	Dr. Mary Stephenson		
Principal's Email Address	Mary.Stephenson@pgcps.org		
School Phone Number	301-390-0220		
Principal Supervisor's Name	Susan Holiday		
Principal Supervisor's Email	<u>susan.holiday@pgcps.org</u>		
School Vision & Mission			
Vision	Pointer Ridge Elementary, in collaboration with our community and parents, inspires teaching and learning in order to prepare our students for a rapidly changing world by instilling critical thinking skills. Together, we make our school a success.		
Mission	Our mission is to provide teaching and learning , with quality and equity, to every student. All staff members have the ability and responsibility to be effective teachers for all pupils. Effective teaching		

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	and successful learning are accomplished in a safe and orderly environment. A climate positive attitude and high expectation for staff and students must be fostered and maintained. A strong bond between the home and school is required for all pupils and student progress is frequently monitored.
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p>1 MCAP Math:</p> <ul style="list-style-type: none"> ● Students are making limited gains in mathematics over the past three years. ● Overall, grade 4 students make the least gains in math from year to year. <p>Students are making limited gains in mathematics as indicated by cohort and trend data. Students are starting their schooling not ready to learn mathematics which is having an effect on their learning through the grade levels. Also, there were many inexperienced teachers in the primary grades and grade 4 which placed an additional burden on administration and grade level teams to build their capacity and provide the necessary training and support for them.</p>	<p>In May 2020 administration of the MCAP math assessment, students meeting or exceeding/expectations scoring proficient or advanced will increase by 5 percentage points .</p>	<ul style="list-style-type: none"> ● Mathematics achievement in all grade levels. ● Build teacher capacity for teaching mathematics. ● Interventions and Enrichment programs used with fidelity. ● Provide parents with activities for at home practice.
<p>2 MCAP ELA:</p> <ul style="list-style-type: none"> ● Grade 5 decreased proficiency. 	<p>On the May 2020 administration of the MCAP ELA, students meeting or</p>	<ul style="list-style-type: none"> ● Reading achievement in the primary grades.

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	<ul style="list-style-type: none"> Grade 5 has the least groups increasing over a 3 year period. <p>Students are making inconsistent gains in Reading as indicated by cohort and trend data. Students are starting school not ready to learn reading which is having an effect on their learning through the grade levels. All teachers need to teach their guided reading groups with fidelity and include an increase focus for writing.</p>	<p>exceeding/expectations will increase by 5 percentage points.</p>	<ul style="list-style-type: none"> Build teacher capacity for teaching Reading for all teachers. Professional Development sessions will be provided to give support for the compacting the curriculum and teaching guided reading groups. Provide interventions early in the school year in the primary grades. Use tier 1 and 2 interventions with fidelity at all grade levels. Provide parents with activities for at home practice.
<p>3</p>	<p>Attend/Disc.: Students arriving late to school has a direct impact on their learning. The student is missing direct instruction in the classroom. Our goal is to decrease tardiness by 10% during the 2019-2020 school year.</p>	<p>By June 2020, the number of students not chronically absent will increase by 5 percentage points using the 2019 baseline data using the APEX report. .</p>	<p>Improve attendance to maintain 95% OR HIGHER To decrease tardiness on a regular basis.</p>