

**Beacon Heights 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.

<b>School Profile</b>			
<a href="#"><u>Beacon Heights Elementary School Performance Plan</u></a>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	Beacon Heights ES	1907	<b>Title I</b>
<b>School Address</b>	6929 Furman Parkway		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	PK - 6		
<b>Principal's Name</b>	Lila J. Walker		
<b>Principal's Email Address</b>	lila.walker@pgcps.org		
<b>School Phone Number</b>	301-918-8700		
<b>Principal Supervisor's Name</b>	Dr. Niki Newman-Brown		
<b>Principal Supervisor's Email</b>	niki.brown@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Beacon Heights Elementary school creates an atmosphere of respect for individual differences and community values built on creating a challenging learning environment in Science, Technology, Writing or Robotics, Engineering, Arts, and Math, which maximizes individual potential and ensures students are well-equipped to meet the challenges in the world around them.		
<b>Mission</b>	Our mission at BHES strives to create a school atmosphere that makes environmental sustainability a priority. Utilizing the resources already set in place, we, as a school, will work towards integrating the STREAM curriculum so that it reaches across disciplines and age levels. Students		

Red font indicates the MSDE State Requirement for Targeted Support and Improvement Schools

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	will be encouraged to meet academic challenges with enthusiasm, building confidence and creating builders of an ecologically and environmentally sound earth.
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<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>		
<b>Identify Prioritized Challenges Statements</b>  What are the 3 prioritized challenge statements?	<b>SMART Goal</b>	<b>Focus Areas</b>  What will we focus on to address this challenge?
<b>1</b> <b>Attendance/Discipline:</b> Chronic absenteeism is rising each year	By June 15, 2020, the APEX report will indicate a decrease in chronic absenteeism by <u>5%</u> .	<ul style="list-style-type: none"> <li>● <b>Meet with parents and students who are chronically absent and determine a plan of action.</b></li> <li>● <b>Do monthly check ins with students.</b></li> </ul>
<b>2</b> <b>DRA/MCAP ELA:</b> <i>Aggregate:</i> DRA assessment data continues to decrease among students in grades 1 & 2 <i>Disaggregate:</i> Black/African American student group of 2015-2016 cohort decreased in reading proficiency over time  <b>MCAP ELA:</b> <i>Aggregate:</i> Trended data shows that, there has not been any grade level that has earned more than 25% proficiency	During the 2019-2020 Administration of ELA MCAP, the percentage of students scoring levels 4 and 5 will increase by at least 5 percentage points in grades 3-6 (each grade level).  In Grade 3 from: 13% to 18% In Grade 4 from: 25% to 30% In Grade 5 from: 28% to 33% In Grade 6 from: 11% to 16%	<ul style="list-style-type: none"> <li>● ELOs will identify and focus on those students who were level 4 and level 5 from the previous year,</li> <li>● Use of iReady for all students to focus on students identified on level 4 and 5 in reading.</li> <li>● PLCs to focus more on small group instruction to build capacity of teachers.</li> </ul>

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	<p>level on the MCAP ELA <i>Disaggregate:</i> Over time, SPED &amp; LEP students are not demonstrating proficiency in ELA.</p>		
<p><b>3</b></p>	<p><b>MCAP Math:</b> <i>Aggregate:</i> As students matriculate through grades 3-6, math performance is inconsistent. <i>Disaggregate:</i> The percentage of met or exceeded expectations among our current 6th LEP students decreased from SY 15-16 to SY 16-17.</p>	<p>During the 2019-2020 Administration of MATH MCAP, the percentage of students scoring levels 4 and 5 will increase by at least 5 percentage points in grades 3-6 (each grade level).</p> <p>In Grade 3 from: 16% to 21% In Grade 4 from: 16% to 21% In Grade 5 from: 8% to 13% In Grade 6 from: 3% to 8%</p>	<ul style="list-style-type: none"> <li>● ELOs will identify and focus on those students who were level 4 and level 5 from the previous year,</li> <li>● PLCs to focus more on small group instruction to build capacity of teachers.</li> <li>● Use of Dreambox for all students working on levels 4 &amp; 5 in math.</li> </ul>