

**Capitol 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.

School Profile			
<u>Capitol Heights Elementary School Performance Plan</u>		School Code	School Designation
School Name	Capitol Heights Elementary	1812	TSI: Students w/ Disabilities
School Address	601 Suffolk Avenue, Capitol Heights , MD		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK-5		
Principal's Name	Nina Lattimore		
Principal's Email Address	nina.lattimore@pgcps.org		
School Phone Number	301-817-0494		
Principal Supervisor's Name	Mrs. Ebony Shields		
Principal Supervisor's Email	ebony.shields@pgcps.org		
School Vision & Mission			
Vision	Our School empowers all students to embrace learning, achieve their personal best to become lifelong learners and mindful citizens who succeed in life. We provide tools and strategies to build students social and emotional capabilities.		
Mission	Capitol Heights Elementary School seeks to create a challenging environment that encourages high expectations for success through Talented Gifted Best Practices, Arts Integration and Dual Language models. We recognize that each child is an individual; that all children have gifts; that all children need to succeed. Our school promotes a safe, caring, and nurturing environment.		

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

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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?
<p>1 MCAP Mathematics 4th and 5th grade MCAP scores have declined significantly from SY 16/17 to SY 2017/18. Similarly, there has been a decrease of 3rd and 4th grade students who have met or exceeded MCAP scores from SY 2015/16 to 2017/18 SY; specifically with Black or African American students and Students with Disabilities.</p>	<p>By the end of SY 2019-2020, 60% of 4th and 5th grade students will demonstrate growth of 10% on the MCAP Math Assessment.</p> <ul style="list-style-type: none"> ● TSI Group: 5% of Students with Disabilities will meet or exceed expectations on the MCAP Math 	<p>Our goal will be to target</p> <ul style="list-style-type: none"> ● small group instruction with differentiation to address problem-solving strategies ● monitor effective teacher implementation of lesson plans and instruction via coaching. ● Monitor pre and post assessments for accountability for implementation of the lesson and student growth.
<p>2 MCAP ELA Grade 4 MCAP ELA scores have steadily decreased from 2015-2016 to 2017-2018.</p>	<p>During the 2019-2020 SY, 80% of 4th and 5th grade students will demonstrate growth of 5% on the MCAP ELA Assessment.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities will increase by 5% 	<p>Our goal will be to focus more on targeted differentiated instruction to address varying deficits in:</p> <ul style="list-style-type: none"> ● reading comprehension <ul style="list-style-type: none"> ○ Focus on higher order

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			<p style="text-align: center;">thinking questions and express reasoning to support answering questions</p> <ul style="list-style-type: none"> ● vocabulary acquisition
3	<p>DRA In Grade One, although there was a decrease, BGL performance on DRA was still high compared to other performance levels.</p> <p>Males and females reading BGL are making limited gains on DRA performance in grades K-1.</p>	<p>By 2019-2020, 71% of the first grade students will achieve On/Above on the Spring DRA.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities will increase by 5% 	<p>Our goal will be to focus on small group instruction to address students :</p> <ul style="list-style-type: none"> ● sight word recognition ● dictation ● retelling of text to support comprehension ● running records