

**Carmody Hills 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>Carmody Hills Elementary School Performance Plan</u>		School Code	School Designation	
School Name	Carmody Hills	8011	TSI: English Learner; Students w/ Disabilities	Title I
School Address	401 Jadeleaf			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K- 5			
Principal's Name	Yolanda Clark			
Principal's Email Address	Yolanda.leonardclark@pgcps.org			
School Phone Number	301-808-8180			
Principal Supervisor's Name	Ebony Shields			
Principal Supervisor's Email	Ebony.cross.pgcps.org			
School Vision & Mission				
Vision		Carmody Hills will be a GREAT school recognized for providing a great education by ensuring that all scholars meet or exceed college ready goals for their specific grade.		

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

Mission	<p>Our Mission: To provide scholars with a great education where teachers work with <u>purpose, passion, and professionalism</u> and scholars know their <u>purpose</u> for learning, <u>persevere</u> on challenging tasks and are <u>prepared</u> for academic success in order to contribute to our communities at large.</p>
----------------	---

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 Reading Students proficiency in the areas of reading has regressed within the past three years because of high-staff turn-over and the lack of research-based interventions, impacting overall student achievement and has caused an additional burden on supporting LEP and SPED students.</p>	<p>On the May 2020 administration of the MCAP Math assessment, students meeting or exceeding/expectations will increase 5 percentage points.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase) ● TSI Group: LEP (2% increase) 	<p>Redistribution of interventions, responsibilities and resources to target specific student groups, including:</p> <ul style="list-style-type: none"> ● Special Education ● LEP ● Bubble Students ● Professional development in differentiated instruction
<p>2 MCAP Math- (3rd Grade) 3rd grade students have made limited progress or regressed in the areas of mathematics because of high staff turnover, limited professional development</p>	<p>On the May 2020 administration of the MCAP ELA assessment, students meeting or exceeding/expectations will increase 5 percentage points</p>	<p>Professional Learning Communities to build teacher capacity specific to teaching mathematics content knowledge and pedagogy</p>

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

	<p>opportunities/support, and the lack of research-based interventions, which has disproportionately affected LEP and SPED students.</p>	<ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase) ● TSI Group: LEP (2% increase) 	<p>Math Coaching</p> <p>Implementation of Research-evidence based interventions</p>
<p>3</p>	<p>DRA (Grade K) Reading proficiency for first graders has regressed within the past three years because of the lack of beginning reading skills including the lack of letter-sound correspondence, phonemic awareness, phonological processing, vocabulary development and beginning reading skills and strategies, disproportionately impacting LEP students.</p>	<p>By the end of the 2019-2020 school year 70% of the students in Kindergarten will be proficient on the DRA. Additionally, the student groups SWD and LEP will increase by 5 percentage points.</p> <ul style="list-style-type: none"> ● TSI Group: LEP (5% increase) ● TSI Group: SWD (5% increase) 	<p>Professional Development surrounding phonemic awareness, explicit phonics instruction, and developmental reading skills and strategies including:</p> <ul style="list-style-type: none"> ● Sight Word Recognition ● Letter ID ● Letter-sound correspondence ● Vocabulary Acquisition ● Comprehension Strategies: summarizing, predicting, and inferencing <p>Professional development surrounding assessment analysis and utilizing data to inform instruction</p>