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			
Columbia Park Elementary School Performance Plan		**School Code**	**School Designation**
School Name	Columbia Park Elementary School	1302	**Title I**
School Address	1901 Kent Village Drive, Landover, MD 20785		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK - 6th		
Principal's Name	Michelle Tyler-Skinner		
Principal's Email Address	m.tylerskinner@pgcps.org		
School Phone Number	(301) 925-1322		
Principal Supervisor's Name	Ebony Shields		
Principal Supervisor's Email	Ebony.cross@pgcps.org		
School Vision & Mission			
Vision	Columbia Park's vision is to create a school that is highly regarded for academic excellence, parent involvement and the development of positive student character.		
Mission	The mission of Columbia Park is to provide rigorous instruction in a positive and caring climate where students can achieve at high academic levels by developing critical thinking and problem-solving skills to enhance character development and to improve the community.		

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 **Attendance/Discipline:** During the last three years, student chronic absenteeism is slowly increasing, which means more students are missing critical instruction time. Teachers have not been held as accountable for ensuring student attendance in the past, however the school is slowly working to improve how teachers view attendance and how attendance has become a school-wide concern.	By June 15, 2020, the APEX report will indicate an increase in students who are not chronically absent by 10%.	• implement dress down opportunities for perfect attendance weekly/monthly • quarterly classroom rewards • weekly trophies to classrooms with highest attendance • quarterly "attenDANCE" - dance offered to those who have 94% or higher attendance • Monday morning announcements recognizing those with 100% attendance for the prior week
2 **MCAP ELA** During the last three years, our Black/African American student group made the slowest gains in MCAP English Language Arts in Grades 3 and 4. Teachers will need to analyze the data to see what area/question seemed to show the most difficulty for this group of students and then address these concerns through making adjustments to instruction.	On the May 2020 administration of the MCAP ELA, students *meeting or exceeding expectations* will increase by 5%.	• professional development • peer-to-peer observations • small groups • use of iReady as intervention tool

3	**MCAP Math** During the past three years, all student groups in Grades 4 and 5 have made limited gains in MCAP mathematics. While we, as a school, have maintained our current staff positions in Math, we are noticing that instructors are in need of additional support or professional development opportunities to give them the chance to build on their instructional skill in order to relay that learning to the students.	On the May 2020 administration of the MCAP math, students *meeting or exceeding expectations* will increase by 5%.	● professional development ● peer-to-peer observations ● small groups ● use of iReady as intervention tool