

**Judge Sylvania Woods 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>Judge S. Woods Elementary School Performance Plan</u>		School Code	School Designation
School Name	Judge Sylvania W. Woods Elementary	1333	Title I
School Address	3000 Church Street, Glenarden, MD 20706		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre-Kindergarten through 6th grade		
Principal's Name	Stephanie Barber-Wehrman		
Principal's Email Address	stephanie3.barber@pgcps.org		
School Phone Number	301-925-2840		
Principal Supervisor's Name	Ebony Shields		
Principal Supervisor's Email	ebony.cross@pgcps.org		
School Vision & Mission			
Vision	Judge S. Woods Elementary will be recognized for being a safe and secure environment where uniqueness is celebrated. Student data and growth are shared with all stakeholders who work together for continuous improvement. Students are inspired and empowered to achieve greatness!		
Mission	To care for students social-emotionally; challenge students through rigorous instruction, active learning, and integrated arts; and prepare our scholars for a successful journey to be productive citizens in a global society.		

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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 English Learners at Levels 3 and 4 are underperforming the county. Also the percentage of English Learners in K, 2nd, 3rd, 4th, 5th, and 6th grades are exiting below the county.</p>	<p>On the 2020 administration of the ACCESS assessment, ELLs meeting or exceeding their ESSA growth target will increase by 10% points.</p> <p>Levels 1.0 - 1.9 from 57% to 67% Levels 2.0 - 2.9 from 54% to 64% Levels 3.0 - 3.9 from 54% to 64% Levels 4.0 - 4.5 from 64% to 74%</p>	<p>Overall second language acquisition support.</p> <ul style="list-style-type: none"> ● Professional Development on WIDA rubrics specifically how to use the rubrics with grade level standards to support instructional needs. ● Support: <ul style="list-style-type: none"> ○ provide ESOL teacher each with grade level ○ ESOL Coach to work with 5 teachers to become model classroom teachers ○ Leadership Team model lessons ● Monitoring: <ul style="list-style-type: none"> ○ use of rubrics in planning ○ peer observations to see plans in actions. ○ learning walks to see plans in action to determine school-wide next steps ○ informal observations and provide coaching and feedback. <p style="text-align: right;">For English Learners at Levels 3 and 4</p>

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			<p>proficiency they need more support with speaking and writing domains.</p> <ul style="list-style-type: none"> ● Focus ESOL teacher pull out and push in on specific needs as seen in data ● ESOL teacher and general education teachers to plan collaboratively.
2	<p>Less than 90% of students in grades K-2 are meeting reading level expectations. From school year 2015-2016 through school year 2017-2018, 26% or less of students in grades 3-6 met or exceeded expectations on PARCC ELA</p>	<p>On the 2020 spring administration of K-2 and 3-6 reading assessment, students meeting or exceeding will increase by 10% points. Kindergarten from 56% to 66% 1st grade from 49% to 59% 2nd grade from 67% to 77% 3rd grade from 18% to 28% 4th grade from 19% to 29% 5th grade from 13% to 23% 6th grade from 34% to 44%</p>	<p>Use of data to inform instruction</p> <ul style="list-style-type: none"> ● look at the data and use it to plan and monitor growth <ul style="list-style-type: none"> ○ create and use a schoolwide data tool <p>PARCC Vocabulary Bowl</p> <ul style="list-style-type: none"> ● start in the fall <p>Regularly monitor student progress:</p> <ul style="list-style-type: none"> ● regular running records (K-2) ● use of 3rd-6th grade analytic tasks ● use of MAP-R (grades 2-6) ● literacy assessments
3	<p>Overall all intermediate grade levels are performing 80% or more under grade level expectations in math.</p>	<p>On the 2020 administration of the MCAP-Math assessment, students meeting or exceeding expectations will increase by 10% points. 3rd grade from 9% to 19% 4th grade from 15% to 25% 5th grade from 5% to 15% 6th grade from 14% to 24%</p>	<p>Use of data to inform instruction</p> <ul style="list-style-type: none"> ● look at the data and use it to plan and monitor growth <ul style="list-style-type: none"> ○ create and use a schoolwide data tool <p>Regularly monitor student progress:</p> <ul style="list-style-type: none"> ● use of Performance Based Tasks