

**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>Phyllis E. Williams Spanish Immersion School Performance Plan</u>		School Code	School Designation
School Name	Phyllis E. Williams Spanish Immersion	1322	
School Address	9601 Prince Place, Upper Marlboro, MD 20774		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	K-6		
Principal's Name	Dr. Angelique Acevedo-Barron		
Principal's Email Address	angeli.acevedobarron@pgcps.org		
School Phone Number	(301) 499-3373		
Principal Supervisor's Name	Denise Greene		
Principal Supervisor's Email	Denise.greene@pgcps.org		
School Vision & Mission			
Vision	To create a Community of Global Leaders Achieving Academic Excellence Through Critical Thinking and Creativity.		
Mission	As a result of creating an environment that develops the whole child in areas of leadership, service and culture, students will be able to connect to the world and embrace other cultures (cultural awareness). This environment will be developed through a Bilingual and Biliterate, Green School that integrates the Arts (music/choir, Visual Arts).		

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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? <i>These focus areas will be used to craft the SMART goal for this challenge area.</i>
1	<p>K-2 Data - Second Grade student data in second grade has decreased.</p> <p>1. Some students in Second grade are reading two years below grade level (38% of 2nd grade students are below grade level).</p>	<p>By May 2020, 75% of the students in grade 2 will score on or above grade level in Reading as shown on the K-2 data tool.</p>	<ul style="list-style-type: none"> ● New Teacher’s Academy dedicated to support Balanced Literacy trainings. ● Professional Learning Communities (PLC) to build literacy knowledge and pedagogy in English and Spanish ● Running records trainings and monthly data analysis and collection. ● Focus: Reading Achievement of all students in grades K-2.
2	<p>MCAP RELA - Less than half of Spanish Immersion students are scoring at the proficient level.</p> <p>1. More than 50% of students in the school are below grade level. 38% of African Americans in third grade met</p>	<p>By June 30, 2020, we will achieve a 5% increase in the number of students scoring proficient on the MCAP ELA in grades 3-6.</p> <p>In grade 3 from 43% to 48%. In grade 4 from 41% to 46%. In grade 5 from 37.5% to 42.5%.</p>	<ul style="list-style-type: none"> ● Before/After school interventions for students to build capacity and support instruction (Tutoring). ● Parental support to build capacity through Parent Nights and Website- to provide resources for parents and students

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

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	<p>or exceeded expectations, 50% of African American in fourth grade met or exceeded expectations, 27% of fifth grade met or exceeded expectations, 36% of sixth grade students met or exceeded expectations.</p>		<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity in literacy knowledge and pedagogy in English and Spanish to support instruction ● Handouts to support students that are taking English MCAP for the first time (3rd graders)
3	<p>MCAP Math - African American students are struggling in Math</p> <ol style="list-style-type: none"> 1. Less than 10% of 5th grade students have been scoring proficient in the past three years. 5th grade SY 2015-16 10%, SY 2016-17 5%, SY2 017-18 9% 2. Fourth and Fifth grade students scored significantly low. Fourth SY 2017 12%, Fifth SY 2017 9% (Comprehensive). 	<p>By June 30, 2020, we will achieve a 5% increase in the number of students scoring proficient on the MCAP Math in grades 3-6</p> <p>In grade 3 from 41% to 46%. In grade 4 from 32% to 37%. In grade 5 from 12.5% to 17.5%.</p>	<ul style="list-style-type: none"> ● Before/After school interventions for students to support instruction (Tutoring in English). ● Parental support through Parent Nights and Website- provide resources for parents and students ● Professional Learning Communities (PLC) to build teacher capacity specific to teacher mathematics content knowledge and pedagogy. ● Handouts to support students that are taking Math MCAP for the first time (3rd graders)