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			
Rogers Heights ES School Performance Plan		**School Code**	**School Designation**
School Name	Rogers Heights Elementary	0210	Title I
School Address	4301 58th Avenue, Bladensburg, Maryland		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK-6th		
Principal's Name	Barbara Bottoms		
Principal's Email Address	bbottoms@pgcps.org		
School Phone Number	301-985-1860		
Principal Supervisor's Name	Dr. Ava Tasker-Mitchell		
Principal Supervisor's Email	ava.taskermitchell@pgcps.org		
School Vision & Mission			
Vision	Educational excellence every day!		
Mission	To heighten the learning of our 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? *These focus areas will be used to craft the SMART goal for this challenge area.*
1 Over a three year trend the majority of K-6 students are performing below proficiency in KRA, DRA, and MCAP ELA. *Our data shows kindergarten students are significantly behind their peers with Pre K. The majority of teachers in grades 1-2 are inexperienced teachers with no more than four years. LEP students constitute 60 % of our student enrollment.*	During the SY19- 20 all stakeholders will move 10% of students in Grades 4-6 from level 3 to level 4 (or above) from the May 2018 baseline scores on RELA MCAP. Sixty percent (60%) of students in Grades K-2 will move to "on or above" grade level status on the DRA assessment from the Fall (October) to Spring (May) administration.	● *Implementation and Monitoring of Running Records* ● *Acquisition of Reading Recovery/LLI for Primary Grades* ● *Professional development to build teacher capacity specific to reading content.* ● *Implementation of additional reading supports/interventions in grades 3-6 (Budget/Central Office Supports)* ● *Coaching from ILT*
2 Over a three year trend the majority of our students in grades 3-6 are not meeting or exceeding math expectations. *LEP students constitute 60 % of our student enrollment.*	During the SY19- 20 all stakeholders will move 10% of students in Grades 4-6 from level 3 to level 4 (or above) from the May 2018 baseline scores on RELA MCAP. Sixty percent (60%) of students in Grades K-2 will move to "on or above" grade level status on the DRA assessment from the Fall (October) to Spring (May)	● Implementation and monitoring of *Dreambox* ● Establish content professional development ● Schedule periodical vertical planning ● Provide coaching from ILT

		administration.	● Allocate budget for Math Extended Learning Opportunity (Budget)
3	The majority of LEP students are in the lower proficiency levels.	During the SY 2019-2020 all stakeholders will move 7% of students in Grades 4-6 from level 3 to level 4 (or above) from the May 2018 baseline scores on Math MCAP.	● Review and utilize professional development on creating Model Performance Indicators (MPIs) to support content areas. ● Align language acquisition concepts and skills with academic content for ESOL teachers. ● Continuous use of data for lesson planning and preparation (Access, ESOL Profile Sheet, Quarterly Writing Assessment) ● Continue use of SIOP (Sheltered Instruction Observation Protocol) Strategies/PD on SIOP and Monthly SIOP Strategies