

**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.

<b>School Profile</b>			
<a href="#"><u>Seat Pleasant ES School Performance Plan</u></a>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	Seat Pleasant ES	18102	
<b>School Address</b>	6411 G St Capitol Heights, MD 20743		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	PreK-6		
<b>Principal's Name</b>	Dr. Lachonta Anderson		
<b>Principal's Email Address</b>	lachonta.twyman@pgcps.org		
<b>School Phone Number</b>	301-925-2330		
<b>Principal Supervisor's Name</b>	Ebony Shields		
<b>Principal Supervisor's Email</b>	ebony.cross@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	We are a strategic learning community where creativity, collaboration, and problem solving produces a standard of excellence without excuse!		
<b>Mission</b>	Through quality instruction and differentiated levels of support, we will provide all of our students with a level of excellence in education that prepares them for college and careers.		

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<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>		
<b>Identify Prioritized Challenges Statements</b>	<b>SMART Goal</b>	<b>Focus Areas</b>
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p><b>1</b> <b>MCAP Mathematics/ Opportunities/Access to a Well-Rounded Curriculum:</b> Less than 20% of students have met proficiency levels in math over the past 3 years and we have no additional support systems in place in the content of math.</p>	<p>On the May 2020 administration of the MCAP Math assessment, students meeting or exceeding/expectations will increase by 3%.</p>	<ul style="list-style-type: none"> <li>● Focus on mathematics achievement of all MCAP tested grade levels each month during data inquiry</li> <li>● Create a plan to re-teach objectives with less than 70% of students meeting</li> <li>● Provide coaching support from Math ILT</li> <li>● Use Dreambox as a math intervention</li> </ul>
<p><b>2</b> <b>MCAP English Language Arts:</b> There is a decrease in student proficiency in grades 4 and 5 from SY16-17 to SY17-18</p>	<p>On the May 2020 administration of the MCAP ELA assessment, students meeting or exceeding/expectations will increase by 3%.</p>	<ul style="list-style-type: none"> <li>● Prioritized collaborative planning opportunities that focus on teaching the curriculum, examining students work with MCAP rubric, and ‘Unlocking the Prompt’ using a uniform graphic organizer</li> <li>● Continue the use of MyOn as a reading intervention</li> </ul>

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<b>3</b>	<p><b>Staff Profile Data:</b> Close to half (44%) of staff has consisted of non-tenured teachers over the past 3 years, (56%) of which taught outside of their certification area</p>	<p>During the 2019 - 2020 School Year, non-tenured teachers will participate in a New Teachers Instructional Academy via Google classroom. Via this academy, all will receive bi-monthly PD based on areas of instructional need determined by initial self-assessments, individualized coaching from members of the leadership team (using a text by Michael Stanier, <i>The Coaching Habit</i>), and opportunities to engage in modeled best practices by ILTs, videos, learning walks, and lesson studies.</p> <p><b>On the May 2020 administration of a FFT-Based assessment, non-tenured teachers (which comprise 85% of the 2020 staff) will demonstrate at least 5 % gains in a self assessment of their teaching capacity.</b></p>	<ul style="list-style-type: none"> <li>● Maintain teachers in the same grade level to help develop their expertise</li> <li>● Revamp design of collaborative planning to include more specific content training with ILTs</li> <li>● Provide professional development/mentoring around new teacher topics such as self-care, behavior management, organizational strategies and parent support</li> </ul>
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