

**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>				
<u>William Paca ES School Performance Plan</u>		<b>School Code</b>	<b>School Designation</b>	
<b>School Name</b>	William Paca Elementary School	13109	<b>TSI (SPED)</b>	<b>Title I</b>
<b>School Address</b>	7801 Sheriff Rd Landover, MD 20785			
<b>Local School System (LSS)</b>	Prince George's County Public Schools			
<b>Grades Served</b>	Pre-K - 5th			
<b>Principal's Name</b>	Dorothy Clowers			
<b>Principal's Email Address</b>	dorothy.clowers@pgcps.org			
<b>School Phone Number</b>	301 925 1330			
<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>	The vision of William Paca Elementary School is to create and maintain a result-focused learning environment in order for all students to become life-long learners equipped with the skills, knowledge and attitudes to succeed as productive citizens in an ever changing world through effective programs, parent engagement and community involvement.			
<b>Mission</b>	The mission of William Paca is to ensure all students learn and thrive in a safe, healthy, and supportive learning environment. Each student will develop academic and social skills that foster respect for each other and their environment.			

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<p style="text-align: center;"><b>Core Values</b></p>	<p>We believe:</p> <ol style="list-style-type: none"><li>1. students should receive an exemplary education that is academically challenging and meets their social and emotional needs in an environment that is safe and orderly.</li><li>2. in fostering partnerships with families and the community to support the success of all students.</li><li>3. parents and the community should be active partners in each student's education.</li><li>4. diversity is a strength.</li><li>5. in utilizing data to help evaluate student growth and make decisions.</li><li>6. in sharing information about students' progress with the community stakeholders.</li><li>7. in providing technology to students to prepare them to become College and Career ready.</li></ol>
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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 Attendance:</b> Student attendance shows an inconsistent pattern. Over a three year span, attendance has only decreased by 1%.</p>	<p>During SY 2019-2020 attendance rate for students with disabilities will increase by 5%.</p>	<ul style="list-style-type: none"> <li>● Increase parent awareness on the importance of daily school attendance through parent meetings and student incentive programs.</li> </ul>
<p><b>2 MCAP ELA:</b> MCAP ELA’s data reflects that overall, fewer students met or exceeded expectations over a period of three years. Student achievement scores declined significantly.</p>	<p>During the 2019-2020 SY, students in grades 3, 4, and 5 will demonstrate 5% growth in Reading/Language Arts as measured by the MCAP.</p> <ul style="list-style-type: none"> <li>● TSI Group: Students with Disabilities (1% increase)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for teachers to engage in discussing student work, analyzing assessment data, sharing best practices, and developing common assessments, during collaborative planning meetings.</li> </ul>
<p><b>3 MCAP Mathematics:</b> The SPED student groups did not meet or exceed expectations each year as presented in the data file for MCAP Math.</p>	<p>During SY 2019-2020, special education students (TSI student group) will increase mathematics performance by three points in the academic progress category on the MCAP.</p> <ul style="list-style-type: none"> <li>● TSI Group: Students with Disabilities (1% will meet their growth target)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide Professional Development workshops for teachers on how to analyze math data over time, and create and implement interventions based upon that data.</li> </ul>