

School Performance Plan At-a-Glance

Executive Summary

SY24-25

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 School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile		School Code	School Designation
School Name	BELTSVILLE ACADEMY	0104	Community - Yes
School Address	4300 WICOMICO Ave, BELTSVILLE,MD - , BELTSVILLE MD 20705		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	OPK - 08		ATSI - No
Principal's Name	Leslie Lowe		Sustainability -No
Principal's Email Address	Leslie.Lowe@pgcps.org		
School Phone Number	3015720630		
Principal Supervisor's Name	Fossett, Kristil Deshawn		
Principal Supervisor's Email	kfossett@pgcps.org		
Vision	Vision Statement Our school vision is to continue building a community of excellence where 100% of Beltsville Academy students exceed proficiency standards while gaining the knowledge, skills, and character traits that will lead to college readiness, life-long learning and civic engagement.		
Mission	Mission Statement The mission of Beltsville Academy is to provide a rigorous, nurturing and safe environment that inspires students to maximize their academic and social potential by: Actively promoting and maintaining the belief that ALL children have the capacity to learn at		

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	<p>HIGH levels.</p> <p>Actively promoting and maintaining the belief that effort and confidence are the building blocks to academic success; teaching students and parents that intelligence is not an innate trait but is a result of effective effort.</p> <p>Actively welcoming and engaging parents and community members into Beltsville Academy learning experiences.</p> <p>Modeling a commitment to life-long learning by actively engaging in collaborative planning and professional development.</p> <p>Using data to drive instructional practices and decision making.</p> <p>Providing rigorous learning experiences that use the State Curriculum and Curriculum Framework Progress Guide as a baseline for excellence.</p>
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<p style="text-align: center;">SMART Goals</p> <p style="text-align: center;">(A targeted aspiration that serves as the focal point for collective improvement efforts.)</p> <p style="text-align: center;">Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;">Change Idea (strategy)</p> <p style="text-align: center;">(A specific, actionable idea or technique that school teams will use to address the SMART Goal.)</p>
<p>1-Math</p> <p>By June 2025, the percentage of students who score proficient or distinguished with increase by 5 percentage points on the Math MCAP from 17.2% to 22.2%.. This requires 163 of tested students to score in this range.</p>	<p>SY25 Change Idea: MCAP Success Plan</p> <p>Cycle 1 Change Idea: PD for MCAP Success Plan</p> <p>Math classroom teachers in grades 3 through 8 will learn how to implement our new "MCAP Success Plan" weekly through targeted professional development during collaborative planning.</p>
<p>2-RELA/ELA</p> <p>By June 2025, the percentage of students who score proficient or distinguished will increase by 5 percentage points on the ELA MCAP from 28.4% to 33.4%. This requires 245 or more of tested students to score in this range.</p>	<p>ELD teachers will provide professional development during collaborative planning meetings on the Seven ELD Linguistic Supports monthly. The focus for Cycle 1 will be sentence frames and word banks in all subjects.</p>
<p>3-Attendance</p> <p>By June 2025, the number of students who miss 10% or more days of school will decrease at least 5% from 22.5% to 17.5%. This requires 867 or more students to miss less than 10% of the total number of school days in SY 24-25.</p>	<p>Grade level teams and classroom teachers will collaborate to develop positive incentives for attendance.</p>
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</p>	