

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	CHARLES CARROLL MIDDLE	2011	Community - Yes
School Address	6130 LAMONT Dr, NEW CARROLLTON,MD - , NEW CARROLLTON MD 20784		Title I - Yes
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	06 - 08		ATSI - No
Principal's Name	Michael Coates		Sustainability -No
Principal's Email Address	Michael.Coates@pgcps.org		
School Phone Number	3019188640		
Principal Supervisor's Name	Moore, Danielle		
Principal Supervisor's Email	Danielle.Moore@pgcps.org		
Vision	Provide a well-rounded 21st century education where stakeholders focus on the development of students by instilling the values of Cougar P.R.I.D.E: Prepared, Respectful, Inquisitive, Disciplined, Empowered in order to excel today, tomorrow and beyond.		
Mission	CCMS will provide a safe and rigorous learning environment where stakeholders (staff, parents, and community) work together to provide opportunities for student success.		

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<p style="text-align: center;">SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;">Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)</p>
<p>1-Math During the 2024-2025 SY, the percent of students scoring proficient or higher will increase from 6.11% by 10% percentage points as measured by the 2025 MCAP Mathematics assessment.</p>	<p>Teachers will go away from planning for discourse as a whole, and will intentionally plan for and identify at least 2 methods of discourse to use on the following week's lessons.</p>
<p>2-English Language Development By the end of the 2024-2025 school year, the English Language Department will achieve a 10% improvement in student performance in Listening and Speaking for 6th, 7th, and 8th-grade students, as measured by the 2025 WIDA/ACCESS assessments. This improvement will be achieved through targeted instructional strategies, enhanced use of academic language in classroom discussions, and regular progress monitoring.</p>	<p>Integrating academic language and reasoning skills across listening and speaking. The English Language Department will implement a structured framework for academic discussions that emphasizes the use of academic language and reasoning in all four domains. This change will involve Academic Language Instruction, Think-Aloud Strategies, Structured Student Discussions, Peer Review and Collaborative Work, Progress Monitoring with Rubrics, and Consistent Check-ins and Reflection.</p>
<p>3-Attendance By June 2025, reduce chronic absenteeism rates at Charles Carroll Middle School by 10% across all grade levels and student groups through targeted interventions and support systems, measured by school attendance records.</p>	<p>Establish a Multi-Tiered Attendance Intervention and Support System (MTISS) Tier 1: Universal Attendance Support for all Students. Daily Attendance Monitoring: Implement real-time data tracking for all students to identify attendance patterns and potential issues early. School-wide Attendance Campaign: Launch a campaign that promotes the importance of attendance through consistent messaging, incentives (e.g., rewards for good attendance), and visual displays (e.g., attendance dashboards). Positive Reinforcement: Recognize and celebrate students with strong attendance through assemblies, certificates, and parent communication. Tier 2: Targeted Support for Students with Moderate Absences. Early Identification of At-Risk Students: Develop a protocol to flag students with 3-5 absences per</p>

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	<p>quarter for immediate intervention. Parent/Guardian Communication: Provide targeted outreach to parents through phone calls, meetings, and informational sessions to address attendance barriers. Mentorship Program: Pair at-risk students with staff mentors who conduct weekly check-ins, set attendance goals, and provide support (e.g., academic assistance, emotional support). Tier 3: Intensive Support for Chronically Absent Student. Attendance Contracts: Develop individualized attendance improvement plans with clear expectations, strategies, and supports for students with 10+ absences. Home Visits and Wraparound Services: Partner with social workers, counselors, and community organizations to conduct home visits and provide resources such as transportation assistance, mental health support, and family counseling. Regular Case Review: Conduct bi-weekly case reviews with an attendance intervention team (administrators, counselors, teachers) to assess progress and adjust interventions for chronically absent students.</p>
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	