

School Performance Plan Addendum At-a-Glance
Executive Summary
SY21-22

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.

An addendum to the School Performance Plan was developed in School Year (SY) 2021-2022 as the continuation of the detailed work and planning completed in the previous years. The SPP Addendum 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			
<u>Robert Gray Elementary School Performance Plan</u>		School Code	School Designation
School Name	Robert Gray Elementary School	01828	TSI; Title I
School Address	4949 Addison Road Capitol Heights, MD 20743		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PK-6		
Principal's Name	Cheryl Franklin		
Principal's Email Address	Cheryl.Franklin@pgcps.org		
School Phone Number	301-636-8400		
Principal Supervisor's Name	Ebony Cross Shields		
Principal Supervisor's Email	Ebony.Cross@pgcps.org		
School Vision & Mission			
Vision	We seek to produce learners who are strong, independent, fluent, and strategic readers. We are producing students who are able to express themselves in written form and who are able to critically analyze mathematical problems presented in a variety of contexts.		
Mission	Robert R. Gray Elementary School is committed to collaboratively educating our students in <i>partnership</i> with parents and community members in a safe and supportive environment. We seek to enhance the academic and social growth of our students by teaching <i>responsibility, accountability, cooperation, a respect for cultural diversity, and respect for self and others</i> . Our final result will be		

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

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independent life-long learners and productive citizens who embrace self-discipline, motivation, and excellence in achievement

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)		Strategy (A technique/area of focus that school teams will use to address the SMART Goal.)	TSI Intervention
1	<p>During the 2021-2022 SY, the percent of students scoring proficient or higher will increase by <u>5</u> percentage points as measured by the 2021 MCAP ELA Assessment.</p> <ul style="list-style-type: none"> ● TSI Group: During the 2020-2021 SY, the percent of Special Education students scoring proficient or higher will increase by 5 percentage points as measured by the 2021 MCAP RELA assessment. 	Professional Development to embed specific reading strategies into daily instruction (fluency, vocabulary, comprehension, activating background knowledge, inferring, monitor/clarify, questioning, summarizing, visualizing, analyzing text structure)	Responsive Literacy
2	During the 2021-2022 SY, the percent of students scoring proficient or higher will increase by <u>7</u> percentage points as measured by the 2021 MCAP Mathematics assessment.	Content based collaborative planning to support analyzing student work samples, assessment data analysis, and instructional planning	Not School Focus For This School Year
3	During the 2021-2022 SY, the percent of English Language Learner (ELL) meeting their Growth-to-Target goal will increase by <u>5</u> percentage points as measured by the 2021 WIDA/ACCESS assessment.	Continue to provide growth opportunities that will support language acquisition and application strategies for ELL students. (ESOL Spark Sessions on the ESOL Key Strategies for the school staff)	Not School Focus For This School Year

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