

**Calverton Elementary 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.

School Profile			
Calverton Elementary School Performance Plan		School Code	School Designation
School Name	Calverton Elementary School	0105	Title 1
School Address	3400 Beltsville Road, Beltsville, MD 20705		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre K- 5		
Principal's Name	Dr. Kathleen Brady		
Principal's Email Address	Kbrady@pgcps.org		
School Phone Number	301-572-0640		
Principal Supervisor's Name	Dr. Ava Tasker -Mitchell		
Principal Supervisor's Email	Ava.Tasker-Mitchell@pgcps.org		
School Vision & Mission			
Vision	The students, staff, and families of Calverton Elementary School will SOARR towards excellence through 21st century teaching and learning in a positive and nurturing educational environment. (SOARR- S- Safe O- Organized A- Attentive R- Respectful R- Ready to learn)		
Mission	We believe that every child at Calverton Elementary School has the right to a rigorous educational program which promotes academic achievement, social-emotional well-being, respect for all, and a love of learning. The education of our children is our priority. Our role is to prepare our children to graduate college and career ready, with the ability to thrive in a diverse and demanding global society.		

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

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenge Statements	SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p>1 DRA Kindergarten students are entering school at the emergent readiness level, and the number of kindergarteners entering on the emergent readiness level has increased by 26.7%. Four of the seven teachers on the Kindergarten team had less than 1 year of experience, and there was an unfilled vacancy filled until March 2019.</p>	<p>On the May 2020 administration of the DRA, Kindergarten, First, and Second Grade students reading on or above grade level will increase by 10 percentage points from the Spring 2019 administration.</p>	<p>DRA</p> <ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teacher, reading content, knowledge, and pedagogy ● Small group instruction ● Running records review biweekly
<p>2 MCAP ELA Third grade students' academic performance in reading has been on a decline for three years. Two of the five teachers were new to teaching third grade reading. A long term substitute teacher was in place for third grade reading until November 2018.</p>	<p>On the May 2020 administration of the MCAP ELA, third, fourth, and fifth grade students meeting or exceeding/expectations will increase by 10 percentage points.</p>	<p>MCAP ELA</p> <ul style="list-style-type: none"> ● Professional learning focused on the following: <ul style="list-style-type: none"> ○ Small group guided instruction ○ Vocabulary development ○ Interventions driven by data ○ 4-Square Writing

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3	<p>Student Attendance/discipline: The percentage of all students with 18 or more absences increased by 1% in SY16-17 and by 2% in SY17-18.</p>	<p>By June 15, 2020, the APEX report will indicate a decrease in chronic absenteeism by 10 percent.</p>	<p>Student Attendance/discipline:</p> <ul style="list-style-type: none"> ● Attendance committee ● Attendance monitoring system ● Parent engagement
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