

**Barnaby Manor 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				
<u>Barnaby Manor Elementary School Performance Plan</u>		School Code	School Designation	
School Name	Barnaby Manor Elementary School	1219	TSI:Students with Disabilities	Title I
School Address	2411 Owens Rd, Oxon Hill Md 20745			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K-5			
Principal's Name	Viola Lynch			
Principal's Email Address	viola.lynch@pgcps.org			
School Phone Number	301-702-7560			
Principal Supervisor's Name	Dr. Maria Smith			
Principal Supervisor's Email	msmith1@pgcps.org			
School Vision & Mission				
Vision	Through empowerment, accountability, and teamwork, BMES prepares students socially, academically, and emotionally for College and Career Readiness.			
Mission	The staff of Barnaby Manor Elementary School believes in the capacity of all students to develop the essential skills and a fundamental background of information, which will enable and inspire them to achieve excellence in our society. Our mission is to provide an educational experience that empowers all students to reach their fullest potential.			

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	Further, we accept responsibility to provide opportunities for each child's total development with regard to physical, emotional, social, ethical and intellectual growth.
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements What are the 3 prioritized challenge statements?	SMART Goal	Focus Areas What will we focus on to address this challenge?
<p>1 DRA/MCAP ELA/WIDA/ACCESS/ Opportunities There is inconsistency in student proficiency over the past three years for the K-2 Data because there has been an inconsistent small group pull out support due to limited staff, increase in teachers with 1-3 years of experience who did not have a background in implementation and delivery of the Reading Curriculum or small group instruction. In addition, there was an increase in the number of ESOL and Special Education students who are performing below grade level</p>	<p>On the May 2020 administration of the DRA assessment, students meeting or exceeding/expectation on/above grade level will increase by 3%.</p> <p><i>TSI Group: On May 2020 administration of the DRA assessment, students meeting or exceeding on/above grade level will increase by 1%.</i></p>	<p>DRA/MCAP ELA/WIDA/ACCESS/ Opportunities</p> <ul style="list-style-type: none"> ● Professional development (new teachers; strategies for instructing ESOL/SPED) ● Reading achievement for K-2 (PD; remediation/enrichment supports) ● Small group instruction focus (with monitoring/follow-up plans)
<p>2 MCAP Math/teachers/opportunities Student proficiency scores for MCAP Math have not improved over the past three years for Math because there has</p>	<p>On May 2020 administration of the MCAP math assessment, students meeting or exceeding/expectations will increase by 2%.</p>	<p>MCAP Math/Teachers/Opportunities:</p> <ul style="list-style-type: none"> ● Professional development (new teachers) ● Mathematics achievement for K-2

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

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	<p>been an inconsistency of small group pull out support, teachers with 1-3 years of experience increased in grades for 3-5 due to high turnover yearly. As a result, the teachers have limited background in implementation and delivery of the Math Curriculum or small group instruction.</p>	<p>On May 2020 administration of the MCAP math assessment, students with disabilities meeting or exceeding/expectations will increase by 1%.</p>	<p>(PD; remediation/enrichment supports)</p> <ul style="list-style-type: none"> ● Small group instruction focus (with monitoring/follow-up plans)
<p>3</p>	<p>Student Profile: Attendance/Disc. Chronic absenteeism has increased over 3 years</p>	<p>By June of 2020, chronic absenteeism will decrease by 1% according to APEX Report.</p> <p>By June of 2020, chronic absenteeism for students with disabilities will decrease by 1% according to APEX Report.</p>	<p>Student Profile: Attendance/Disc.</p> <ul style="list-style-type: none"> ● SchoolMax and Parent Portal tools ● PPW sending monthly reports ● PBIS Incentives for students monthly ● Quarterly Awards Assembly (attendance) ● Professional Development around entering attendance. ● Parent attendance workshops