

**Hillcrest Heights 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 | | | | |
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| <u>Hillcrest Heights ES School Performance Plan</u> | | School Code | School Designation | |
| School Name | Hillcrest Heights Elementary School | 0607 | TSI: Students w/ Disabilities; Hispanic/Latino | Title I |
| School Address | 4305 22nd Place Temple Hills, Md 20748 | | | |
| Local School System (LSS) | Prince George's County Public Schools | | | |
| Grades Served | Pre-K to 5th grade | | | |
| Principal's Name | David Brown | | | |
| Principal's Email Address | david.brown@pgcps.org | | | |
| School Phone Number | 301-702-3800 | | | |
| Principal Supervisor's Name | Dr. Maria Smith | | | |
| Principal Supervisor's Email | msmith1@pgcps.org | | | |
| School Vision & Mission | | | | |
| Vision | Our vision is to unlock the potential in every child. All stakeholders will work to create an environment that promotes an outstanding education that meets the needs of the whole child. We will use technology and other resources to analyze data and prepare our students to be critical thinkers, face global challenges, and be empowered for future endeavors. We are the Hawks! | | | |

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| Mission | Hillcrest Heights Elementary School is committed to developing the skills, attitudes and abilities of all students. We focus on high expectations and academic achievement for all boys and girls by hiring staff that have a clear commitment to teaching and by offering teachers excellence through staff development. Teachers engage in performance-based instruction to ensure that children learn basic and higher-level thinking skills. There are many opportunities for students to use real life hands-on activities. Our school will strive to attain academic and cultural excellence for all as we prepare students to become College and Career ready. |
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| Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification | | |
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| Identify Prioritized Challenges Statements | SMART Goal | Focus Areas |
| What are the 3 prioritized challenge statements? | | What will we focus on to address this challenge? |
| <p>1 Student Profile: Attend/Disc: The school’s attendance rate has declined over the last three years due to students’ excessive absences and tardies.</p> | <p>By June 15, 2020, the APEX report will indicate an increase in attendance by 5% from 92% to 97%. TSI Group:</p> <ul style="list-style-type: none"> ● Students with Disabilities (3% increase) ● Hispanic/Latino (1.5% increase) | <p>Attend./Disc.:</p> <ul style="list-style-type: none"> ● PPW/SIT team to address chronic absenteeism ● Incentives for student attendance (PBIS methods) |
| <p>2 MCAP ELA/DRA Grade 3 MCAP ELA data reflects an increase in 2016-2017 and then, a decrease in 2017-2018. 3rd grade MCAP, overall, has a decrease in performance in Black/African American, Hispanic/Latino, LEP, and SPED. The Hispanic/Latino students are making limited gains on the DRA.</p> | <p>On the Spring 2020 administration of the Reading MCAP students scoring proficient or advanced will increase 6 percentage points in Grades 3, 4 and 5.</p> <ul style="list-style-type: none"> ● TSI Group: Hispanic/Latino (6% increase) ● TSI Group: Students with Disabilities (SWD) (10% increase) <p>In Grade 3 from: 2.8% to 8.8% In Grade 4 from: 7.8% to 13.8% In Grade 5 from: 12.8% to 18.8%</p> | <p>MCAP ELA/DRA</p> <ul style="list-style-type: none"> ● ELO Program will cater to the specified subgroups, first. Then, non Hisp./Latino/SPED students will be invited to participate. ● Leveled Literacy Intervention (LLI) will include Hisp./Latino students ● I-Ready will be purchased for the entire school population (including Hisp.Latino/SPED students). ● Grade level collaborative planning session to have specific conversations about targeted groups. |

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| 3 | <p>MCAP Math Students have made limited gains in math over the past three years. The 3rd grade cohort from 2017-2018 performed lower than the 2 previous cohorts of students (2015-2016 and 2016-2017) by at least 10%.. The 3rd grade cohort from 2017-2018 had 0% of SPED, LEP, and Hisp/Latino students who met or exceeded the expectations on the assessment.</p> | <p>On the Spring 2020 administration of the Reading MCAP students scoring proficient or advanced will increase 6 percentage points in Grades 3, 4 and 5.</p> <ul style="list-style-type: none"> ● TSI Group: Hispanic/Latino (6% increase) ● TSI Group: Students with Disabilities (SWD) (10% increase) | <p>MCAP Math</p> <ul style="list-style-type: none"> ● Math Intervention Program. ● Professional development to build teacher capacity to address mathematics content knowledge and pedagogy. ● Utilize collaborative planning time to support in planning for math. |
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