

**Indian Queen 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>Indian Queen Elementary School Performance Plan</u>		School Code	School Designation
School Name	Indian Queen ES	1233	TSI: Economically Disadvantaged
School Address	9551 Fort Foote Rd., Fort Wash., MD 20744		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PK-6		
Principal's Name	Dr. Aundrea McCall		
Principal's Email Address	aundrea.mccall@pgcps.org		
School Phone Number	301-749-4250		
Principal Supervisor's Name	Dr. Maria Smith		
Principal Supervisor's Email	msmith1@pgcps.org		
School Vision & Mission			
Vision	Our vision for Indian Queen Elementary is to guide individual student learning and equip the students with the proper tools necessary to become proficient in all academic areas. We also strive to guide students to become lifelong learners so that they can participate socially, globally and technologically as they enter college or the world of work.		

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Mission	We strive to have 70% of our students reading on grade-level by the end of SY19-20. We are currently at 65%.
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
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 33% of the SPED students are also identified as LEP and fall in the Economically Disadvantaged category. They did not meet expectations on MCAP ELA.</p>	<p>On the May 2020 administration of the MCAP ELA assessment, 3-6 grade students meeting or exceeding expectations will increase by 10% percentage points. Baseline: 53% (2019) ~ Target: 58% (2020)</p> <p>→ Progress Indicator (Cycle Assessments)</p> <ul style="list-style-type: none"> ◆ Quarter 2 ◆ 3rd Grade (Quarter 2, Cycles 1-3): 100%; 94%; 76% ◆ 4th Grade (Quarter 2, Cycles 1-3): 94%; 87%; 96% proficient ◆ 5th Grade (Quarter 2, Cycles 1-3): 66%; 69%; proficient <p>● TSI Group: Economically Disadvantaged (5% increase)</p>	<p>33% of the SPED students are also identified as LEP and fall in the Economically Disadvantaged category. They did not meet expectations on MCAP ELA.</p>

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<p>2</p>	<p>ACCESS/WIDA Students get stuck at Level 3 (WIDA Proficiency Level) and do not show adequate progress.</p>	<p>On the January 2020 administration of the WIDA ACCESS, students making their growth targets will increase by 10% percentage points for EL Level 3-4. Baseline: 65%, Level 3-4 (2019) ~ Target: 72% (2020)</p> <ul style="list-style-type: none"> → Progress Indicator (Writing) <ul style="list-style-type: none"> ◆ Quarter 2 ◆ Narrative: 39% scored at least 72% ◆ Explanatory: 50% scored at least 72% ◆ Tier B Practice: 45% scored at least 72% ● TSI Group: Economically Disadvantaged 5% will meet/exceed their growth targets 	<p>ACCESS/WIDA Students get stuck at Level 3 (WIDA Proficiency Level) and do not show adequate progress.</p>
<p>3</p>	<p>DRA Students in Second Grade decline in proficiency on DRA from First to Second Grade and take until mid-year to start to recoup proficiency. Students also fall in the Economically Disadvantaged ~TSI Group.</p>	<p>On the May 2020 administration of the DRA, 1st grade students meeting or exceeding expectations will increase by 10% for Grade K-1, cohort, from May 2019 to May 2020. Baseline: 90% (K) May 2019; 64% (1) Oct 2019 ~ Target: 70%</p> <ul style="list-style-type: none"> → Progress Indicator (Running Records) <ul style="list-style-type: none"> ◆ Quarter 2 ◆ 1st Grade from 64% to 61% (preliminary data) 	<p>DRA Students in Second Grade decline in proficiency on DRA from First to Second Grade and take until mid-year to start to recoup proficiency. Students also fall in the Economically Disadvantaged ~TSI Group.</p>

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		<ul style="list-style-type: none">● TSI Group: Economically Disadvantaged Students meeting or exceeding expectations will be 60% in preparation for Grade 2.	
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