

**James Ryder Randall 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>James Ryder Randall Elementary School Performance Plan</u>		School Code	School Designation
School Name	James Ryder Randall Elementary	0909	
School Address	5410 Kirby Road, Clinton, MD 20735		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	ECC & PreK-5		
Principal's Name	S. Roxanne Brooks-Butler		
Principal's Email Address	ro.brooksbutler@pgcps.org		
School Phone Number	301-449-4980		
Principal Supervisor's Name	Denise Greene, Ed.D.		
Principal Supervisor's Email	Denise.greene@pgcps.org		
School Vision & Mission			
Vision	<i>James Ryder Randall Elementary School's vision is simply to develop a safe environment where students, staff, parents, and the community work together to enhance student achievement. All students will be encouraged to grow academically and interpersonally, meeting the high standards for them. This will be attained through the realization of the vision and mission of Prince George's County Public Schools system.</i>		
Mission	<i>To provide a great education that empowers all students and contributes to thriving communities.</i>		

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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?
1 DRA: Aggregate: <ul style="list-style-type: none"> ● For all three years, all of the grade levels are below 80% (except 2nd SY16-17) Disaggregate: <ul style="list-style-type: none"> ● SPED students in grades K,1 and 2 consistently show no growth. 	On the May 2020 administration of the DRA, students on/above grade level will increase by 5% at each grade level.	DRA: <ul style="list-style-type: none"> ● guided reading strategies ● consistency with running records ● monitoring lesson planning, deliver and curriculum pacing during informal observations ● analyze reading data monthly
2 MCAP ELA Aggregate: <ul style="list-style-type: none"> ● All students in grades 3 through 5 scored below 75%. Disaggregate: <ul style="list-style-type: none"> ● SPED students in grades 3rd, 4th, and 5th consistently showed no growth. 	On the May 2020 administration of the MCAP ELA, students meeting or exceeding/expectations will increase by 5 %.	MCAP ELA: <ul style="list-style-type: none"> ● guided reading strategies ● monitoring lesson planning, deliver and curriculum pacing during informal observations ● analyze reading data monthly ● purchase and monitor implementation of research based reading intervention, Myon ● content based collaborative planning ● reading and writing across content areas
3 MCAP Mathematics: Aggregate:	On the May 2020 administration of the MCAP math, students <i>meeting or exceeding/expectations</i> will increase by 5%.	MCAP Mathematics: <ul style="list-style-type: none"> ● monitor special education services ● monitor planning and

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	<ul style="list-style-type: none"> ● Math proficiency has been limited over time. <p>Disaggregate:</p> <ul style="list-style-type: none"> ● Students in the Black or African American and Hispanic/Latino subgroups showed inconsistencies. 		<ul style="list-style-type: none"> ● implementation of IEP Goals ● Professional development in SPED Process as well as SIT ● Implementing RTI ● Implementing the research based interventions with fidelity ● research based math intervention program (Study Island) for grades K-5. ● Mathematical practices will be implemented and reinforced during daily mathematics instruction ● Monitoring lesson plans ● Monitoring daily implementation of math instruction and curriculum pacing. ● flexible group math instruction ● Writing across content areas ● Content based collaborative planning
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