

**Oxon Hill 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>Oxon Hill Elementary School Performance Plan</u>		School Code	School Designation	
School Name	Oxon Hill Elementary School	11201	TSI: Asian & White student groups	Title I
School Address	7701 Livingston Road Oxon Hill Maryland			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Kindergarten - Fifth			
Principal's Name	Dr. Wanda Williams			
Principal's Email Address	wandaw@pgpcs.org			
School Phone Number	301-749-4290			
Principal Supervisor's Name	Dr. Maria Smith			
Principal Supervisor's Email	Jeffrey.Holmes@pgcps.org			
School Vision & Mission				
Vision	<p>The mission of Oxon Hill Elementary School is to establish a caring learning community in which we will deliver rigorous instruction and students will reach and excel their full potential for academic growth with mastery level results. The teachers and staff members of Oxon Hill Elementary School believe that all students can and will achieve high educational standards when they are:</p> <ul style="list-style-type: none"> ● made to feel important; ● expected to do well; 			

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	<ul style="list-style-type: none"> ● engaged in challenging and meaningful work, and ● supported by a unified community of teachers, parents and other concerned and involved adults.
Mission	<p>We, the Oxon Hill Elementary School family, are a caring learning community in which teachers will deliver rigorous instruction and students will reach and exceed their full potential for academic growth and mastery level results. We passionately believe that all students can and will achieve the rigorous educational standards when they are:</p> <ul style="list-style-type: none"> ● made to feel important, ● expected to do well, ● engaged in challenging and meaningful work, and ● supported by a unified community of teachers, staff, parents and other concerned and involved adults.

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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 Chronic Absenteeism: Students that are chronically absent from school are missing a large amount of instructional time therefore impacting their academic success.</p>	<p>By the end of the 2019-2020 school year chronic student absenteeism will decrease from 30.1% to 20% on the Maryland state attendance report card</p> <ul style="list-style-type: none"> ● TSI Group: Asian and White 	<ul style="list-style-type: none"> ● Quarterly professional development to build teachers understanding of AP5113 ● Use of a schoolwide preventing truancy checklist ● Sunshine Club incentive led by Professional School Counselor ● Incorporating PBIS with success School wide attendance board targeted goal ● Use of SWIS data system for PBIS
<p>2 A large amount of students in grades K, 1 and 2 are not demonstrating readiness for Reading</p> <p>ESOL Speaking domain scores were lower in comparison to other PGCPS elementary schools.</p>	<p>By the end of the 2019-2020 school year 75% of primary students, (K, 1, 2) will reach on or above grade level proficiency according to the Developmental Reading Assessment.</p> <ul style="list-style-type: none"> ● TSI Group: Asian and White 	<ul style="list-style-type: none"> ● Training on the reading and math interventions, I-Ready for all grade level ● Streamlining SIT Process

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3	As students matriculated to higher grades, there is a decrease in the % proficiency level on MCAP- Reading.	<p>By the end of the 2019-2020 school year student performance on MCAPP will increase by 10%, in Reading from 22% to 32%..</p> <ul style="list-style-type: none"> ● TSI Group: Asian and White student groups will increase by 5% in Reading. 	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity around the writing process
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