

**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.

<b>School Profile</b>				
<a href="#">Rose Valley ES School Performance Plan</a>		<b>School Code</b>	<b>School Designation</b>	
<b>School Name</b>	Rose Valley Elementary	05107	<b>TSI: English Learner; SPED</b>	<b>Other</b>
<b>School Address</b>	9800 Jacqueline Drive			
<b>Local School System (LSS)</b>	Prince George's County Public Schools			
<b>Grades Served</b>	Pre-Kindergarten - Fifth Grades			
<b>Principal's Name</b>	Sharon H. Porter, EdD			
<b>Principal's Email Address</b>	sharonh.porter@pgcps.org			
<b>School Phone Number</b>	301-449-4990			
<b>Principal Supervisor's Name</b>				
<b>Principal Supervisor's Email</b>				
<b>School Vision &amp; Mission</b>				
<b>Vision</b>	At Rose Valley Elementary School, all students will be empowered to achieve high levels of success through a nurturing and caring school environment, rigorous instruction that embraces effective early childhood and developmental practices, as well as, personal accountability in order to become college and career ready within a global society.			

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<b>Mission</b>	Our mission is to provide rigorous learning opportunities and encourage confidence, responsibility and accountability for every student, every class, every day.
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<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>		
<b>Identify Prioritized Challenges Statements</b>	<b>SMART Goal</b>	<b>Focus Areas</b>
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?  <i>These focus areas will be used to craft the SMART goal for this challenge area.</i>
<b>1</b> <b>MCAP Math</b> In mathematics, every grade level for each SY has not met the county target of 25%. <b>0% of LEP students in SY 17-18 met or exceeded expectation</b>	On May 2020 administration of the MCAP math assessment, students meeting or exceeding/expectations will increase by 5 percentage points. <ul style="list-style-type: none"> <li>● TSI Group: Students with Disabilities (2% increase)</li> <li>● TSI Group: ELL students (3% increase)</li> </ul>	<ul style="list-style-type: none"> <li>● Dreambox Intervention program</li> </ul>
<b>2</b> <b>DRA/MCAP ELA:</b> In SY 2017-2018, no grade level, along with SPED and ELL subgroups, met the district average of 26% and the Maryland State average of 38%. In grades K - 2, cohorts of students, most groups decrease in proficiency level from SY to SY.	<i>On May 2020 administration of the MCAP math assessment, students meeting or exceeding/expectations will increase by 5 percentage points.</i> <ul style="list-style-type: none"> <li>● TSI Group: Students with Disabilities (2% increase)</li> <li>● TSI Group: ELL students (2% increase)</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Learning Communities (PLC) to build teacher capacity specific to teacher reading content knowledge and pedagogy</li> <li>● Reading achievement in all grades</li> <li>● LLI Intervention</li> <li>● Guided Reading Instruction</li> <li>● ELO Imagine Learning Intervention Program</li> </ul>
<b>3</b> <b>WIDA ACCESS</b> LEP students are performing at lower proficiency levels which do not allow	<i>On the Spring 2020 administration of the WIDA ACCESS 10% of students will meet their growth target.</i>	<ul style="list-style-type: none"> <li>● ELO Imagine Learning Intervention Program</li> </ul>

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<p>them to exit the program. Data shows no students performing at the Bridging proficiency level. Additionally, students in 3.0 - 3.9 proficiency level did not meet the goal growth rate for the county. At RVES, in 1st, 2nd, 4th, and 5th grades students fell below the PGCPS County Average for percent of Growth Met.</p>	<ul style="list-style-type: none"><li>● TSI Group: ELL students<ul style="list-style-type: none"><li>○ 1.0 - 1.9 (1.0 growth)</li><li>○ 2.0 - 2.9 (.9 growth)</li><li>○ 3.0 - 3.9 (.7 growth)</li><li>○ 4.0 - 4.9 (.3 growth)</li></ul></li></ul>	
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