

**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="#"><u>Tayac ES School Performance Plan</u></a>		<b>School Code</b>	<b>School Designation</b>	
<b>School Name</b>	Tayac Academy	0905	<b>TSI</b>	<b>Other</b>
<b>School Address</b>	8600 Allentown Road			
<b>Local School System (LSS)</b>	Prince George's County Public Schools			
<b>Grades Served</b>	K-5th Grade			
<b>Principal's Name</b>	Dr Saundra Mayo-Carr			
<b>Principal's Email Address</b>	saundra.carr@pgcps.org			
<b>School Phone Number</b>	301-449-4840			
<b>Principal Supervisor's Name</b>	Dr. Maria Smith			
<b>Principal Supervisor's Email</b>	msmith1@pgcps.org			
<b>School Vision &amp; Mission</b>				
<b>Vision</b>	Our vision is for every student in Tayac Academy to achieve their full potential through development of critical thinking, rigorous instruction and positive social development.			
<b>Mission</b>	The Tayac Academy community is committed to establishing an open caring and safe environment which provides experience, opportunities and resources to promote maximum achievement while challenging our students to become college and career ready individuals.			

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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>
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p><b>1</b> <b>Disproportionality (SWD):</b> Suspension rate for students with disabilities has a significantly higher risk ratio and is therefore is disproportionate. The suspension rate is 12:21 for students with disabilities</p> <p>3rd-5th grade SPED population do not show any performance within 3 school years in both reading and mathematics</p> <p>Cohort SPED students have shown an alarming decrease of proficiency from SY 2015-2016 to SY 2017-2018.</p>	<p>During the 2019-20 SY, teachers will receive PD and or collaborate on PBIS( Positive Behavioral Interventions and Supports) strategies that will help to decrease absenteeism and suspension rate for students by 4%</p> <ul style="list-style-type: none"> <li>● <b>TSI group: Students with disabilities will decrease by 3%</b></li> </ul>	<ul style="list-style-type: none"> <li>● Provide teachers with professional development that focuses on how to support Sp Ed students within the classroom( academically and strategies for behavior)</li> <li>● Focus data meeting on Special Education throughout the year to mark the progress of the sp ed students on county benchmark assessments</li> <li>● Monitor Special Education intervention programs</li> </ul>

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<p><b>2</b></p>	<p><b>MCAP Math:</b> There was a decrease in Math (MCAP) proficiency across grade levels from SY 15-16 to SY 17-18</p>	<p>During the 2019-20 SY, 3rd, 4th and 5th grade teachers will receive PD strategies to use in the classroom that will help to increase student achievement on MCAP Mathematic performance for students by 4%</p> <ul style="list-style-type: none"> <li>● TSI group: Students with disabilities increase by 3%</li> </ul>	<ul style="list-style-type: none"> <li>● Grade level and Cross grade level collaborative planning will meet and plan collaboratively to analyze student work teacher created assessments, Math Unit Assessments</li> <li>● Monitor instruction through Walkthroughs/informal/formal observations Learning Walks</li> <li>● Teachers to attend math training and professional development opportunities</li> <li>● Math EC will attend and share information from math meetings</li> <li>● Math Data meetings will be held to help monitor progress of selected group</li> <li>● Use computer lab scheduled time to expose students to MCAP math samples for practice</li> </ul>
<p><b>3</b></p>	<p><b>MCAP ELA:</b> 3rd-5th grade students proficiency level in (MCAP) ELA decreased each year from SY 2016-2017 to 2017-2018</p>	<p>During SY 2019-20 teachers will receive professional development on classroom strategies that will help to increase student achievement on MCAP ELA performance by 4%</p> <ul style="list-style-type: none"> <li>● TSI group: Students with disabilities decrease by 3%</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers &amp; Tayac Literacy Team will analyze student writing samples to note instructional implications and provide strategies</li> <li>● Collaborate with Reading Specialist to discuss assessment( MCAP), SLO Writing Diagnostic and other assessments). Cross grade level and content - the use of science and social text to promote the use of reading and writing across content-Literacy Numeracy Snapshot</li> <li>● Monitor instruction ( teacher created assessments, Guided Reading Observational notes)-</li> </ul>

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			<ul style="list-style-type: none"><li>• Teachers using MCAP public release tasks- and established computer lab schedule to conduct mock MCAP assessments</li></ul>
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