

# School Performance Plan At-a-Glance

## Executive Summary

### SY24-25

#### 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 School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile		School Code	School Designation
School Name	CORA L RICE ELEMENTARY	1347	Community - Yes
School Address	950 NALLEY Rd, LANDOVER,MD - , LANDOVER MD 20785		Title I - Yes
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	0PK - 05		ATSI - No
Principal's Name	Kia Payne		Sustainability -Yes
Principal's Email Address	Kia.Payne@pgcps.org		
School Phone Number	3016366340		
Principal Supervisor's Name	Dalton, Andrew M.		
Principal Supervisor's Email	Andrew.Dalton@pgcps.org		
Vision	OUR VISION  A culturally responsive school that develops distinguished learners to become critical thinkers and innovative leaders who communicate effectively, advocate for themselves and others, and inspire positive global change.		
Mission	OUR MISSION  Cora L. Rice Elementary School cultivates the success of the whole child through a transformative educational experience anchored by excellence in equity.		

**School Performance Plan At-a-Glance**  
**Executive Summary**  
**SY24-25**

<b>SMART Goals</b> (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; <b>M</b> easurable; <b>A</b> chievable; <b>R</b> ealistic; <b>T</b> imebound	<b>Change Idea (strategy)</b> (A specific, actionable idea or technique that school teams will use to address the <b>SMART</b> Goal.)
<b>1-Math</b> By June 2025, 20% of third to fifth-grade scholars will score in the proficient band on the Math MCAP assessment.	Provide teachers with a detailed lesson planning template that breaks down instructional time into specific segments (math talk, launch, explore (small group instruction), summary, evaluation).  Peer Observation and Feedback (learning walks)
<b>2-RELA/ELA</b> Goal: By June 2025, 20% of third to fifth-grade scholars will score in the proficient band on the Reading MCAP assessment.	Implementing consistent Focus Groups Focus on core instruction during collaborative planning using the Curriculum Instructional Map and reading materials & guides Focused Learning Walks
<b>3-</b>	
<b>Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</b>	
<p style="text-align: center;">**DreamBox Learning**</p> <p>* DreamBox is an adaptive math program that personalizes learning for students in grades K-8. It uses data-driven insights to tailor lessons to individual needs, fostering mastery through engaging, interactive content. DreamBox improves student outcomes by allowing for personalized experience and specific feedback to the student, making it a beneficial tool for differentiated instruction.</p> <p style="text-align: center;">**PGCPS Math Curriculum Assessments**</p> <p>* (PGCPS) Math Curriculum is designed to align with state standards and incorporates evidence-based instructional strategies. It includes comprehensive assessments that measure student understanding and progress, allowing teachers to adjust instruction based on data.</p> <p style="text-align: center;">**Lexia Core5**</p>	

**School Performance Plan At-a-Glance**  
**Executive Summary**  
**SY24-25**

- \* Lexia Core5 was built based on the [science of reading](<https://www.lexialearning.com/solutions/solutions-by-topic/science-of-reading>). It is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. Lexia Core5 is used by students in Kindergarten through third grade.

\\*\\*iReady (\\*\\*Diagnostic and Personalized Instruction)

- \* i-Ready is an online program that provides students with personalized Instruction via lessons based on their individual skill level and needs, so they can learn at a pace that is just right for them. iReady lessons are designed to be fun and interactive to keep students engaged as they learn.
- \* i-Ready diagnostic assessments help teachers determine their students' areas of strengths and needs, personalize students' learning, and monitor students progress throughout the school year. i-Ready allows teachers to meet their students exactly where they are and provides data to increase students' learning gains.

\*\*DIBELS\*\*

- \* The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) consists of a set of measures for assessing the reading skills of students in grades kindergarten through eight. DIBELS takes a curriculum-based measurement (CBM) approach to assessing reading. There are five subtests (Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Words Fluency, Word Reading Fluency, and Oral Reading Fluency), which are 60-second measures that are administered individually in a quiet setting. After second grade, students are assessed on a sixth subtest, Maze, which is a 3-minute measure administered in a group setting. The full DIBELS assessment is administered at the beginning, middle, and end of each school year and students who demonstrate below grade level skills are assessed via progress monitoring 1-2 times each month. DIBELS offer materials for teachers to utilize during Focus groups to help move students towards grade level skills mastery.

\*\*Explicit Teaching and Modeling\*\*

- \* Explicit instruction is a very efficient strategy for helping students learn because it suits how the brain processes, stores, and retrieves information. explicit teaching affects learning outcomes by improving students' motivation and engagement, in particular academic self-concept.