

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	JAMES MADISON MIDDLE	1510	Community - No
School Address	7001 BELTZ Dr, FORESTVILLE,MD - , FORESTVILLE MD 20747		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	06 - 08		ATSI - No
Principal's Name	Beverly Botchway		Sustainability -No
Principal's Email Address	Beverly.Botchway@pgcps.org		
School Phone Number	3015992422		
Principal Supervisor's Name	Gaines, Monica L		
Principal Supervisor's Email	Monica.Gaines@pgcps.org		
Vision	The vision of James Madison Middle School is to create and maintain a strong, academic, safe, and orderly learning environment that promotes rigorous and relevant instruction, character education, and technological literacy. Working collaboratively with all stakeholders, students will become caring, respectful, and responsible scholars empowered, equipped, and encouraged to succeed in a competitive, global society.		
Mission	James Madison Middle School will provide an environment conducive for quality learning where students develop the knowledge, attitudes, and skills needed to participate actively and responsibly in a changing and increasingly interrelated world.		

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<p style="text-align: center;">SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;">Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)</p>
<p>1-Math By June 2025, the percentage of 8th-grade students who score proficient or distinguished will increase by five percentage points from 0% to 5%. This requires 14 or more students to score proficient or distinguished on MCAP Mathematics.</p>	<p>Weekly collaborative planning with administrative support</p>
<p>2-RELA/ELA By June 2025, overall MAP RELA scores will increase by 5%. from 33.6% to 38.6% . This amounts to an increase of 40 more students achieving proficiency or better overall. The breakdown by grade level: Grade 6 would need to increase from 28% to 33% which amounts to 13 more students achieving proficiency or better. Grade 7 would need to increase from 41.6% to 46.5% which amounts to 14 more students achieving proficiency or better Grade 8 would need to increase from 31% to 36 % which amounts to 15 more students achieving proficiency or better</p>	<p>Analysis of formative, common and benchmark assessments that leads to identification of student challenges with specific content standards and the creation of curriculum based instructional plans that integrates small group instruction.</p>
<p>3-Attendance By June 2025, the percentage of students who qualify as chronically absent will decrease by 5 percentage points from 10.8% to 5.8%. This requires 40 or more students to improve their attendance rate so that they miss less than 10% of the enrollment period at James Madison Middle School.</p>	<p>We can consistently implement not only a school wide attendance committee meeting each month to address chronically absent and habitually truant student issues, but in addition, we can implement a finer layer of monitoring and support at each grade level team meeting as well. This will allow each of the grade level professional school counselors along with the pupil personnel worker and the lead administrator to collaborate on identifying causes of attendance issues and identify the appropriate intervention to improve attendance rates. Once the intervention/support has been identified at the school-wide level, monitoring can take place each week at the grade level team meeting. After four weeks of monitoring, the grade level team can provide</p>

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	feedback to the attendance committee as to whether the intervention/support needs to be modified, changed, or removed. Based on the information collected at the attendance meeting, we will recognize and celebrate high rates of attendance through a number of incentives: monthly dress down days (we are a uniform school) for the class(es) with the highest attendance rates, positive recognition for both perfect attendance and 95%+ attendance at honor roll assemblies, shout outs at quarterly community meeting assemblies, etc.
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	