

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	LAUREL ELEMENTARY	1001	Community - Yes
School Address	516 MONTGOMERY St, LAUREL,MD - , LAUREL MD 20707		Title I - Yes
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	0PK - 05		ATSI - Yes
Principal's Name	Tyrone Harris		Sustainability -No
Principal's Email Address	Tyrone.Harris@pgcps.org		
School Phone Number	3014973660		
Principal Supervisor's Name	Haughton-Williams, Judith C		
Principal Supervisor's Email	Judith.Williams@pgcps.org		
Vision	All (100%) of students in grades 3-5 will be proficient on the Maryland Comprehensive Assessment program (MCAP).		
Mission	Our mission is to create a rigorous and supportive learning environment where every student is empowered to achieve grade-level proficiency. Through high-quality instruction, targeted interventions, and a commitment to equity, we will ensure all students develop the knowledge, skills, and confidence to excel academically and prepare for future success. We are dedicated to fostering a culture of continuous improvement, collaboration, and high expectations for both students and staff.		

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

<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 Teachers will implement strategies that help students demonstrate their reasoning for solving math word problems. This will include requiring students to explain their steps both verbally and in written form, using math vocabulary accurately. By the end of each unit, at least 80% of teachers will provide modeling of their reasoning for solving word problems. Teachers will receive ongoing professional development and collaborate during weekly PLC's around Math Talks to share strategies, review student work, and adjust instruction based on data. Teachers will implement this strategy starting in October, with progress monitored after each unit and the goal achieved by the end of the school year (May).</p> <p>(ADOPT) DEC: Teachers will utilize data from diagnostic, formative and summative assessments to inform small-group instruction and intervention strategies in order to improve student mastery of grade-level mathematics standards by implementing data-driven small-group instruction, targeting students performing below proficiency in problem-solving and computation skills. By May 2025, we will increase the percentage of students meeting proficiency on benchmark math assessments by 30%.</p>	<p>Math Talks: Math Talks engage students in daily, short discussions focused on a specific problem or equation where they explain their reasoning verbally, fostering a deeper understanding and ability to justify their mathematical thinking in written form.</p> <p>(ADOPT) DEC. Provide professional development around Data Driven Instruction (DDI). Utilizing the PDSA cycle, and learning walks.</p>
<p>2-RELA/ELA By May 2025, 80% of students in grades 3-5 will demonstrate proficiency in written expression when responding to text-dependent questions, as measured by a rubric assessing clarity, coherence, and evidence-based reasoning. This will represent a 20% increase from baseline data collected in September 2024.</p> <p>(ADOPT) Teachers will utilize data from diagnostic, formative and summative assessments to inform small-group instruction and intervention strategies to improve student mastery of grade-level English Language Arts standards by</p>	<p>Provide professional development around Data Driven Instruction (DDI).</p> <p>Implement the RACE Strategy (Restate, Answer, Cite Evidence, Explain):</p> <p>The RACE strategy helps students structure their responses by teaching them to:</p>

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

<p>implementing data-driven small-group instruction, targeting students performing below proficiency in comprehension and written expression domains. By May 2025, we will increase the percentage of students meeting proficiency on benchmark RELA assessments by 30%.</p>	<ul style="list-style-type: none"> • Restate the question in their answer. • Answer the question directly. • Cite specific evidence from the text to support their answer. • Explain how the evidence supports their answer.
<p>3-</p>	
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</p>	
<p>Real world mathematics word problems: Provide deliberate instruction on understanding what the word problem is requiring using the CUBES strategy to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.</p> <p style="text-align: center;">Resource [link](https://ies.ed.gov/ncee/WWC/PracticeGuide/26)</p>	