

# 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	THOMAS G PULLEN	1814	Community - No
School Address	700 BRIGHTSEAT Rd, LANDOVER,MD - , LANDOVER MD 20786		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	00K - 08		ATSI - No
Principal's Name	Pamela Lucas-Adams		Sustainability -No
Principal's Email Address	Pamela.Lucas@pgcps.org		
School Phone Number	3018088160		
Principal Supervisor's Name	Fossett, Kristil Deshawn		
Principal Supervisor's Email	kfossett@pgcps.org		
Vision	The Thomas G. Pullen K-8 Creative & Performing Arts Academy strives to prepare our students for college and career readiness through a rigorous integrated arts and academic program.		
Mission	The mission of the K-8 Creative & Performing Arts program at Thomas G. Pullen is to provide a climate that enables all students to reach their academic and artistic potential. Pullen will accomplish this mission by providing top-quality instruction, a positive school atmosphere, and an orderly environment. We will maintain high expectations and frequently monitor student progress. It is our firm belief that the integration of academic and artistic training will strengthen character, clarify judgment, and refine sensitivity. These personal developments are key to		

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	academic and career success.
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<p style="text-align: center;"><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</p>	<p style="text-align: center;"><b>Change Idea (strategy)</b>  (A specific, actionable idea or technique that school teams will use to address the <b>SMART</b> Goal.)</p>
<p><b>1-Math</b>  By June 2025 the percentage of students who scored proficient or distinguished In grades 3 through 5 will increase by 5 percentage points on MCAP Mathematics from 18.40% to 23.40%. For grades 6-8 students will increase from 26.22% to 31.22%. This requires that 32 or more students in grades 3-5 and 50 in grades 6-8 are needed to score proficient or distinguished on MCAP.</p> <p>By June 2025 the percentage of students who scored proficient or distinguished In grades 3 through 5 will increase by 5 percentage points on MCAP Mathematics from 18.40% to <u>23.40</u>%. For grades 6-8 students will increase from 26.22% to <u>31.22</u>%. This requires that <u>  </u>or more students in grades 3-5 and <u>      </u> in grades 6-8 are needed to score proficient or distinguished on MCAP.</p>	<p>Adopt a new data protocol for analyzing milestone tasks/common assessments and Benchmark data.</p>
<p><b>2-RELA/ELA</b>  By June 2025 the percentage of students who scored proficient or distinguished In grades 3 through 5 will increase by 5 percentage points on MCAP Reading/ Language Arts from 54.72% to 59.72%. For grades 6-8 students will increase from 67.00% to 72.00%. This requires that 73 or more students in grades 3-5 and 117 in grades 6-8 are needed to score proficient or distinguished on MCAP.</p>	<p>If we create intentional opportunities for students to write in class daily (journal style), this would provide student work samples for teachers to evaluate more readily. This change supports producing in-class data to analyze outside of systemic assessments, which aren't as timely. We expect teachers to be able to readily provide feedback as a result of the change.</p>
<p><b>3-Attendance</b>  By June 2025 the percentage of chronic absenteeism will decrease by 5% for each grade that is 20% or higher as reported in APEX:  Kindergarten will decrease from 24% to 22.8%.  Grade 1 will decrease from 25% to 23.75%</p>	<p>Adopt a better chronic attendance data process with a timeline, roles and responsibilities, and reporting of progress.</p>

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Grade 2 will decrease from 25% to 23.75% Grade 3 will decrease from 21% to 19.95% Grade 4 will decrease from 27% to 25.65% Grade 5 will decrease from 23% to 21.85%	
<b>Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</b>	