

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 JOHNSON MIDDLE	2009	Community - Yes
School Address	5401 BARKER PI, LANHAM,MD - , LANHAM MD 20706		Title I - Yes
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	06 - 08		ATSI - Yes
Principal's Name	Kia Cadet		Sustainability -No
Principal's Email Address	Mykia.Olive@pgcps.org		
School Phone Number	3019188680		
Principal Supervisor's Name	Thomas, Maryam A		
Principal Supervisor's Email	Maryam.Thomas@pgcps.org		
Vision	Jaguar Nation exemplifies academic excellence, models civic engagement, fosters a unified community, engages in purposeful communication, and values cultural diversity.		
Mission	Jaguar Nation cultivates safe spaces for innovation, tolerance, shared advocacy, accountability, care, respect, and high expectations, while ensuring the realization that school is a place of fun, acceptance, love, and opportunities that advance our families and community.		

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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, 25% of students in Jaguar Nation -TJMS will increase their proficiency on the Math MCAP by one performance level. This requires at least: 105 6th-grade students (27 students per team - 4 teams) to improve from one performance level to the next on MCAP math. 100 7th-grade students (33 students per team - 3 teams) to improve from one performance level to the next on MCAP math. 96 8th-grade students (24 students per team - 4 teams) to improve from one performance level to the next on MCAP math.</p>	<p>A strategy that will be implemented is using sentence stems to improve students' reasoning abilities in several ways: (a) Structured Thinking (b) Encourages Elaboration (c) Facilitates Communication (d) Builds Vocabulary and Mathematical Language (e) Supports Diverse Learners (f) Guides Problem-Solving</p>
<p>2-RELA/ELA By June 2025, 25% of students in Jaguar Nation -TJMS will increase their proficiency on the RELA MCAP by one performance level. This requires at least: 105 6th-grade students (27 students per team - 4 teams) to improve from one performance level to the next on MCAP RELA. 78 7th-grade students (26 students per team - 3 teams) to improve from one performance level to the next on MCAP RELA. 63 8th-grade students (16 students per team - 4 teams) to improve from one performance level to the next on MCAP RELA.</p>	<p>A strategy that will be implemented is using sentence stems to improve students' reasoning abilities in several ways: (a) Structured Thinking (b) Encouraging Depth (c) Promoting Discussion (d) Building Vocabulary (e) Fostering Confidence (f) Enhancing Writing Skills</p>
<p>3-Wholeness By the end of the 2024-2025 school year, reduce the number of repeat behavioral incidents tracked in Tier 2 and Tier 3 interventions by 30%, as measured by the intervention tracker and ISS intake data. This reduction will be supported by consistent implementation of restorative practices, SEL interventions, and the peer mediation program.</p>	<p>Expand the Student Wholeness Initiative to incorporate structured social-emotional learning (SEL) interventions and peer-led mediation programs, fostering a culture of emotional resilience, student advocacy, and restorative practices.</p>
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</p>	

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****Strategy:**** General education and special education teachers will collaboratively plan to introduce, model, and implement lessons that incorporate high-leverage practice to provide other-abled students opportunities to answer constructed responses, verbally and in writing.

- * Sentence Stems
- * Collaborative Conversations
- * Claim - Evidence - Reasoning (CER)