

**Francis Scott Key Elementary School Performance Plan At-a-Glance
Executive Summary
SY19-20**

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 SPP is designed to engage school leaders and stakeholders in a structured data analysis process that leads to the creation of SMART Goals targeted to impact student achievement. Through the successful utilization of the SPP, schools are able to assess, plan, and monitor targeted improvements in challenge areas.

School Profile							
<u>Francis Scott Key Elementary School Performance Plan</u>		School Code	School Designation				
School Name	Francis Scott Key ES	0617	TSI:Students w/ Disabilities	Title I			
School Address	2301 Francis Scott Key Drive District Heights, MD 2047						
Local School System (LSS)	Prince George's County Public Schools						
Grades Served	PreK - 5						
Principal's Name	RaeShauna Mboma						
Principal's Email Address	raeshauna.mboma@pgcps.org						
School Phone Number	(301) 817 - 7970						
Principal Supervisor's Name	Ebony Cross-Shields						
Principal Supervisor's Email	<u>ebony.cross@pgcps.org</u>						
School Vision & Mission							
Vision	Unlocking student's potential to inspire creative and academic exploration as productive and exceptional contributing adults who are college and career ready. WE GOT THE KEYS!!						
Mission	The mission of Francis Scott Key ES is to create college and career ready students in an environment where differences are appreciated, excellence and achievement are expected, and effort is rewarded.						

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p>1 Kindergarten students are demonstrating limited readiness in reading which impacts the ability for students in K-2 to meet or exceed grade level benchmark.</p>	<p>Students in grades K-2, will improve performance on the May 2020 administration of the Developmental Reading Assessment (DRA) by four (4) text levels.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2 text levels). 	<ul style="list-style-type: none"> ● Structured and focused collaborative planning aligned with professional development geared towards building teacher capacity, specific content knowledge, pedagogy, and differentiation with the use of district curriculum resources and documents. ● Reading readiness achievement in Pre-Kindergarten ● Reading achievement on the K-2 literacy assessments.
<p>2 Grade to grade, year to year student performance was inconsistent across all subgroups in Reading and Math MCAP.</p>	<p>On the Spring 2020 administration of the MCAP Reading and Math, students in grade 3-5 scoring Level 4 (Met) or Level 5 (Exceeds) will increase 5 percentage points.</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase). 	<ul style="list-style-type: none"> ● Structured and focused collaborative planning aligned with professional development geared towards building teacher capacity, specific content knowledge, pedagogy, and differentiation with the use of district curriculum resources and documents. ● Reading achievement grades 3-5 on reading and writing SLOs and Cycle assessments. ● Mathematics achievement grades 3-5 on SLOs and Benchmark assessments.

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3	A limited number of students are reaching Level 4 or higher ACCESS/WIDA assessment.	<p>On the Winter 2020 administration of the ACCESS assessment, the number of English Language Learners that will meet their ESSA growth target will increase by 5 percentage points.</p> <ul style="list-style-type: none"> ● For this goal, the TSI designation does not meet the MSDE requirement (n=10) for accountability framework calculation. This goal does not apply to the TSI requirements 	<ul style="list-style-type: none"> ● Structured and focused collaborative planning aligned with professional development geared towards building teacher capacity and understanding of ELL learner needs with the use of district curriculum resources and documents. ● Individual ESSA Growth Targets met in the areas of speaking, listening, reading, and writing.
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