

**Gladys Noon Spellman 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>Gladys Noon Spellman Elementary School Performance Plan</u>		School Code	School Designations	
School Name	Gladys Noon Spellman Elementary	0211	TSI: Students w/ Disabilities	Title 1
School Address	3324 64th Avenue, Cheverly, MD 20785			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre K - 6			
Principal's Name	Brandi Smith			
Principal's Email Address	brandi.smith@pgcps.org			
School Phone Number	301-925-1944			
Principal Supervisor's Name	Ebony Shields			
Principal Supervisor's Email	ebony.cross@pgcps.org			
School Vision & Mission				
Vision/Mission	Gladys Noon Spellman will be a GREAT school that works in partnership with the community and families, to address the unique and diverse needs of all scholars. We will produce college and career ready-lifelong learners who will flourish as productive citizens in today's global society.			

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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 Students are making inconsistent and limited gains within K-2. Currently paraprofessionals service multiple grade levels.</p>	<p>During the 2019-2020 SY, K-2 grades will have class sizes under 25. K-2 teachers will be provided with additional instructional support (e.g. paras, volunteers) to build students’ foundational reading skills, inform instruction and increase student performance on the K-2 district benchmark assessment by 4% (DRA).</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase) 	<ul style="list-style-type: none"> ● Purchasing 2 teachers for K-2 grades in order to create small class sizes with the goal of producing rigorous lessons ● Provide additional adult support to help build foundational skills
<p>2 SPED/ESOL students continue to not meet the benchmark for RELA MCAP 3-6 . Currently paraprofessionals service multiple grade levels.</p>	<p>During the 2019-2020 SY, teachers of reading will be provided additional instructional support (e.g. paras, volunteers), and receive PD on SIOP and Universal Design for Learning. Time will be provided to analyze data in order to inform instruction and increase student reading performance by 4% on the state assessment (May Reading MCAP).</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase) 	<ul style="list-style-type: none"> ● Provide additional adult support ● Provide after school PD for all staff to build instructional capacity around SPED. ● Provide time for teachers to analyze data to create action plans for struggling scholars

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3	<p>School wide student performance in SY 2017-2018 showed a steady decline in proficiency across grade level cohorts (3-6) for MCAP Mathematics. Currently paraprofessionals service multiple grade levels.</p>	<p>During the 2019-2020 SY, teachers of mathematics will use math manipulatives for hands on learning, be provided additional adult support (e.g. paras, Math ILT, volunteers), and sub coverage will be provided for professional learning experiences to increase student performance by 4% on the state assessment (May Math MCAP).</p> <ul style="list-style-type: none"> ● TSI Group: Students with Disabilities (2% increase) 	<ul style="list-style-type: none"> ● Provide additional math manipulatives for hands on learning. ● Provide additional adult instructional support (paras, volunteers). ● Provide substitute coverage for staff to engage in professional learning experiences.
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