

Judith P. Hoyer 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>Judith P. Hoyer Montessori School Performance Plan</u>		School Code	School Designation
School Name	Judith P. Hoyer Montessori	0203	
School Address	929 Hill Rd. Landover Md 20785		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PK-3 through 8th grades		
Principal's Name	Tracey Spivey White		
Principal's Email Address	tracey.spivey@pgcps.org		
School Phone Number	301-808-4420		
Principal Supervisor's Name	Dr. K. Fossett		
Principal Supervisor's Email	kfossett@pgcps.org		
School Vision & Mission			
Vision	Judith P. Hoyer Montessori School embraces all students recognizing that each child brings to us their individual talents, gifts and strengths. Our teachers are highly-qualified, Montessori trained educators, motivated to guide, facilitate and teach our students to be independent thinkers and life-long learners in order to be college and career ready as well as productive citizens in our global society.		
Mission	Children ARE our business - and THEY come first; Parents are our partners;		

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	<p>Continuous improvement in teaching, leadership, and accountability is the key to our success; and EVERY member of this community shares the responsibility for a successful school.</p> <p>The staff of Judith P. Hoyer Montessori School is committed to ensuring that all children are learning and growing, academically and socially. Learning experiences are enhanced through the efforts of the staff and parent community working in partnership for our children.</p>
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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? <i>These focus areas will be used to craft the SMART goal for this challenge area.</i>
1	Reading/Language Arts: KRA: Overall, some of our students are stronger in mathematics than reading MCAP ELA/Aggregate: Sixth and eighth grade scores decreased in 2017-18 from the previous year Students with disabilities are not meeting or exceeding expectations	During the 2019-2020 SY, teachers of reading/language arts will receive bi-monthly PD on reading/language arts practices, teaching the MCCR standards, and creating/using common assessments to inform instruction to increase student reading/language arts performance 5% on the MCAP assessment for grades 3-8	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching reading/language arts content knowledge and pedagogy ● ReadingLanguage Arts achievement in all grades
2	MCAP MATH/ Aggregate: Less than half of all students met/exceeded expectations	During the 2019-2020 SY, teachers of mathematics will receive bi-monthly PD on mathematics practices, teaching the MCCR standards, and creating/using	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching mathematics arts content knowledge and pedagogy ● Mathematics achievement in all grades

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	<p>MCAP Math/Disaggregate: African american students in each grade level met/exceed expectations</p> <p>Algebra/Disaggregate: Hispanic/latino students did not meet or exceed expectations in 2017-18</p>	<p>common assessments to inform instruction to increase student mathematics performance by 5% on the MCAP assessment for grades 3-8.</p>	
3	<p>Reading/Language Arts: DRA: Kindergarten scores have decreased from 2016-2017 to in 2017-2018</p>	<p>During the 2019-2020 SY, teachers of reading/language arts will receive monthly PD on reading practices, including teaching fluency and comprehension strategies, and using common assessments to inform instruction as well as increase student reading performance by at least 1 level on the DRA assessment for grades K-2.</p>	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching reading/language arts content knowledge and pedagogy ● ReadingLanguage Arts achievement in all grades