

**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>Port Towns ES School Performance Plan</u>		School Code	School Designation		
School Name	Port Towns Elementary School	0217	TSI: SPED	Title I	G3
School Address	4351 58th Ave, Bladensburg, MD 20710				
Local School System (LSS)	Prince George's County Public Schools				
Grades Served	Pre K - 6th				
Principal's Name	Michelle L. Marek				
Principal's Email Address	michelle.marek@pgcps.org				
School Phone Number	301-985-1480				
Principal Supervisor's Name	Dr. Ava Tasker-Mitchell				
Principal Supervisor's Email	ava.taskermitchell@pgcps.org				
School Vision & Mission					

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Vision	<p style="text-align: center;"><i>"Culture + Data + Performance = The Promise of Port Towns ES"</i></p> <p style="text-align: center;"><i>Panther Scholars exceeding academic, social and behavioral expectations to be College and Career Ready.</i></p>
Mission	<p style="text-align: center;"><i>Port Towns ES will provide a stellar education to all scholars via rigorous, differentiated instruction, inclusive of all cultures which inspires children to achieve their academic potential as life-long learners.</i></p>

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p>1 MCAP MATH----LEP students are decreasing over time in meeting /exceeding expectations as they move from grade 3 to grade 6. There are teachers with only 1-3 years of experience and in tested grades there were unfilled vacancies which placed an additional burden on administration to build teacher capacity and find ways to have specialists provide instruction for those classes impacted by unfilled vacancies. Additionally, special education students have not met or exceeded expectations and chronic student absenteeism has increased over the past three years thus impacting overall math achievement.</p>	<p>During the 2019-2020SY, the number of students in grades 3-6 scoring 4s and 5s will increase by 10 percentage points on the spring administration of the MCAP - Mathematics assessments.</p> <p>In Grade 3 from: 20.3 % to 30.3 % In Grade 4 from: 12.9% to 22.9 % In Grade 5 from: 6.5% to 16.5 % In Grade 6 from: 9.9% to 19.9%</p> <ul style="list-style-type: none"> ● TSI Group: During the 2019-2020 SY, the number of students with disabilities in grades 3-6 scoring 4s and 5s will increase by 10 percentage points on the spring administration of the MCAP - Mathematics assessments from 5% to 15%. 	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching mathematics content knowledge and pedagogy ● Collaborative planning ● PD for specific areas of weakness ● Collaboration between Mathematics ILT, Math Resource Teacher, Special Education Teachers, and ESOL Teachers ● Formal/Informal Observations to support teachers instructional practice

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<p>2</p>	<p>MCAP ELA---Students are making limited gains in reading over the past 3 years due to the large number of students who are exiting the primary grades not on grade level. Therefore, teachers are needing to give additional remediation in conjunction with grade level content to help the students make adequate gains. Other factors include the increase of chronic absenteeism which has resulted in students missing ELA instruction which directly impacts student achievement. This has resulted in grade levels 3-6 having less than 25% of students meeting or exceeding expectations on the MCAP ELA Exam. Additionally, special education students in grades 3, 5 or 6 have not met or exceeded MCAP ELA proficiency level expectations.</p>	<p>During the 2019-2020 SY, the number of students in grades 3-6 scoring 4s and 5s will increase by 10 percentage points on the spring administration of the MCAP - Reading assessment.</p> <p>In Grade 3 from: 7.8% to 17.8 % In Grade 4 from: 15% to 25 % In Grade 5 from: 15.7% to 25.7 % In Grade 6 from: 26.7% to 36.7 %</p> <ul style="list-style-type: none"> ● TSI Group: During the 2019-2020 SY, the number of students with disabilities in grades 3-6 scoring 4s and 5s will increase by 10 percentage points on the spring administration of the MCAP - Reading assessments from 5% to 15%. 	<ul style="list-style-type: none"> ● Collaborative Planning Meetings ● Professional Development sessions on Running Records, Differentiation, and Reading Strategies on Professional Development days. ● The Reading Specialist, and Reading ILT, ESOL and Special Education teachers can work together to develop teachers' capacity with implementing the co-teaching model. ● Incorporate more practice MCAP format questions within the curriculum daily ● Formal/Informal Observations to support teachers' instructional practice ● 			
<p>3</p>	<p>WIDA ACCESS Professional Learning Communities (PLC) will be used to build teachers' capacity specific to teaching ESOL students using the Can -Do- Descriptors content knowledge, and pedagogy. We will also focus on engaging ESOL students' parents in workshops that increase their knowledge</p>	<p>Students in grades 1-6 will meet their target growth and/or target proficiency level as measured by performance on ACCESS during the 2019-2020 school year with an increase from 47% to 57%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: black; color: white;">Baseline</td> <td>2019 %</td> <td>2020</td> </tr> </table>	Baseline	2019 %	2020	<ul style="list-style-type: none"> ● Professional Learning Communities will be used to build teacher capacity specific to teaching English Language Learners) <ul style="list-style-type: none"> ○ Use of WIDA Access Name Charts ○ WIDA Can-Do-Descriptors
Baseline	2019 %	2020				

Red font indicates the MSDE State Requirement for Targeted Support and Improvement Schools

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<p>to advance their child’s performance with meeting yearly growth targets.</p>		Met	Target	<ul style="list-style-type: none"> ○ Three ESOL Strategies ○ Pedagogy ● ESOL parent workshops
	1.0-1.9	55%	65%	
	2.0-2.9	41%	51%	
	3.0-3.9	41%	51%	
	4.0-4.5	48%	58%	
	All Levels	47%	57%	
	<ul style="list-style-type: none"> ● TSI Group: Students dually identified (special education-ell) in grades 1-6 will meet their target growth and/or target proficiency level as measured by performance on ACCESS during the 2019-2020 school year with an increase from 26% to 36%. 			