

**School Performance Plan Addendum At-a-Glance
Executive Summary
SY20-21**

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.

An addendum to the School Performance Plan was developed in School Year (SY) 2020-2021 as the continuation of the detailed work and planning completed in the previous SY 2019-2020. The SPP Addendum 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		
<u>Eleanor Roosevelt High School Performance Plan</u>		School Code
School Name	Eleanor Roosevelt High School	2114
School Address	7601 Hanover Parkway, Greenbelt, MD 20770	School Designation
Local School System (LSS)	Prince George's County Public Schools	TSI
Grades Served	9-12	
Principal's Name	Reginald McNeill	
Principal's Email Address	rmcneill@pgcps.org	
School Phone Number	301-513-5400	
Principal Supervisor's Name	Dr. Maria Smith	
Principal Supervisor's Email	msmith1@pgcps.org	
School Vision & Mission		
Vision	To empower students to be part of a community of lifelong learners and innovative leaders who respect themselves and others in a global society.	
Mission	ERHS staff and community members will provide engaging instruction, support student innovation, and model respect, professionalism, and empathy within and beyond the classroom.	

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

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)		Strategy (A technique/area of focus that school teams will use to address the SMART Goal.)	TSI Intervention
1	During the 2020-2021 SY, the percent of 9th grade students scoring proficient or higher will increase by 2 percentage points as measured by the 2021 MCAP Algebra 1 assessment. 2019 Baseline: 42.4% 2021 Target: 44.4%	Teachers will implement assignments with questions similar to those presented in the County, create common assessments and use data from these assignments and questions to provide remediation.	
2	During the 2020-2021 SY, the percent of students scoring proficient or higher will increase by 2 percentage points as measured by the 2021 MCAP ELA 10 assessment. Baseline 2020: 87% Target 2021: 89%	Consistent collaborative planning structure that allows for data analysis and creation of common assessments.	
3	During the 2020-2021 SY, the percent of English learner (EL) students' on-track to attaining English language proficiency will increase by 2 percentage points as measured by the 2021 ACCESS assessment. Baseline 2020: 37% Target 2021: 39%	Collaborative Planning with in-depth data analysis objectives among ESOL English/ESOLcontent teachers to focus on compare/contrast; summarizing and citing evidence instructional strategies embedded in the state ACCESS testing.	

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