

**Fort Foote 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>Fort Foote Elementary School Performance Plan</u>		School Code	School Designation
School Name	Fort Foote Elementary School	12113	TSI:Students w/ Disabilities
School Address	8300 Oxon Hill Road, Fort Washington, MD		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK - Grade 6		
Principal's Name	Dr. Marilyn Goldsmith		
Principal's Email Address	mgsmith@pgcps.org		
School Phone Number	301-749-4230		
Principal Supervisor's Name	Dr. Maria Smith		
Principal Supervisor's Email	msmith1@pgcps.org		
School Vision & Mission			
Vision	<p>PGCPS and Fort Foote will be a GREAT school district and school recognized for providing education services which ensure that every student in our diverse school district graduates ready for college and careers in a global society.</p> <p>Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready.</p> <p>The Fort Foote staff will achieve greatness by striving to have 75% of our students in K-2 reading on/above grade level by the end of the 2019 - 2020 school year.</p>		

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Mission	The Mission for PGCPS and Fort Foote Elementary School: To provide a great education that empowers all students and contributes to thriving communities.

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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?
1	<p>Developmental Reading Assessment (DRA) For the past three years (2017 - 2019) the percentage of 2nd grade students reading on or above grade level has been less than 75%.</p>	<p>By the May 2020 DRA Administration, 75% of 2nd grade students will be reading on or above grade level.</p> <p><i>TSI Group: Students with Disabilities (3% increase)</i></p>	<ul style="list-style-type: none"> ● Reading Instructional Lead Teacher (ILT) use of Leveled Literacy Intervention (LLI) ● Accelerating curriculum for advanced readers to ensure growth. ● Use of ISEI to support SPED SPIRE Interventions ● Set up regular Learning Walks with a focus on small group implementation with written feedback in summary and individual conferences. ● Flexible/strategic grouping charts for Reading Levels in K-2 ● Training during collaborative planning to reinforce skills such as: <ul style="list-style-type: none"> ○ Decoding (Phonics) ○ Sight Words ○ Fluency ○ Accuracy and Self-correction
2	WIDA/ACCESS	During the 2019 - 2020 school year on the	<ul style="list-style-type: none"> ● ESOL Professional Development

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

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	<p>FFES students at Level 3 have not met adequate progress when moving from Level 3 to Level 4.</p>	<p>ACCESS assessment, the number of English Language Learners students that will meet their target growth or target proficiency level will increase by 5 or more percentage points.</p> <p>TSI Group: Students with Disabilities (3% increase)</p>	<p>(PD) on implementing strategies in the classroom for English Language Learners.</p> <ul style="list-style-type: none"> ● Provide PD to our parents on best practices for working with students by our ESOL teachers ● Increase weekly collaborative planning sessions with ESOL teachers
<p>3</p>	<p>Chronically Absent The percentage of Chronically absent students have steadily increased over the past two years.</p>	<p>By June 2020, the percentage of students who are considered chronically absent will decrease by 5 percentage points.</p> <p>TSI Group: Students with Disabilities (3% increase)</p>	<ul style="list-style-type: none"> ● Implement Monthly Classroom Attendance incentives. ● Monthly School Improvement Team (SIT) Meetings with School Pupil Personnel Worker (PPW); use of attendance letters. ● Increase communication to all parents during school parent nights ● Increase teacher accountability tracking of students with 3 or more absences in a quarter by contacting parents.. ● Attendance will be regularly monitored.