

John Hanson Montessori 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>John Hanson Montessori School Performance Plan</u>		School Code	School Designation
School Name	John Hanson Montessori	1206	
School Address	6360 Oxon Hill Rd Oxon Hill MD 20745		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	Pre K3 thru 8th Grade		
Principal's Name	Zory Z. Kenon III		
Principal's Email Address	zory.kenon@pgcps.org		
School Phone Number	301.749.4052		
Principal Supervisor's Name	Dr. K. Fossett		
Principal Supervisor's Email	kfossett@pgcps.org		
School Vision & Mission			
Vision	John Hanson Montessori School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students with Montessori principles. Montessori engagement is academically engaging, and standards- based, with a focus on the learner. All school staff are highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the John Hanson Montessori community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically as prescribed in the Montessori tradition		

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Mission	Our goal is to provide a peaceful, ordered environment, through the effective implementation of Montessori philosophy, principles, and practices, which nurtures the development of self-motivated, self-confident, independent learners who are college and career ready.
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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	<p>Reading/Language Arts: KRA: Overall, Some of our students are not demonstrating readiness for Mathematics</p> <p>DRA: Overall, Our 2nd grade students have decreased over a 3 year trend</p> <p>MCAP ELA/: Grade 3rd African American scholars have had a drastic decline of the last three years.</p>	During the 2019-2020 SY, 2019-2020 teachers will receive Monthly PD on teaching the RCCR reading standards and methods. Using the DRA assessments to inform instruction to increase scholar reading performance by 5%.	<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:Several grade levels have declined over the past three year,	During the 2019-2020 SY, teachers of mathematics will receive monthly PD on mathematical practices, teaching the MCCR	<ul style="list-style-type: none"> ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching mathematics arts

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	<p>recently scores in SY18 posted below expectation. MCAP Math/Disaggregate:Grade 3 African American scholars over the last three years have declined drastically</p>	<p>standards, and creating/using common assessments to inform instruction to increase student mathematics performance by 5% on the district benchmark assessment (second administration</p>	<p>content knowledge and pedagogy</p> <ul style="list-style-type: none"> ● Mathematics achievement in all grades
<p>3</p>	<p>Students are making limited gains in mathematics over the past three years because there is a lack of connection with the Montessori Materials and standardized test. This placed an additional burden on administration to build teacher capacity and find ways to have specialists provide professional development in this specific area.</p>	<p>During the 2019-2020 SY, 2019-2020 teachers will receive monthly PD on mathematical practices, teaching the MCCR standards, PLC development with other Montessori programs, observation of environment using created Montessori Look fors by district and school communities to inform instruction to increase student mathematics performance by 5%</p>	<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 ● Collaborative efforts with other Montessori schools and their Math departments to assist in building teacher capacity. ● Professional Learning Communities (PLC) to build teacher capacity specific to teaching mathematics arts content knowledge and pedagogy ● District level supports ie. Math Department