

**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>Valley View ES School Performance Plan</u>		School Code	School Designation	
School Name	Valley View Elementary	1218	TSI: SPED	Title 1
School Address	5500 Danby Avenue			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	PreK-5			
Principal's Name	Kimberly Pettway			
Principal's Email Address	Kimberly.Pettway@pgcps.org			
School Phone Number	301-749-4350			
Principal Supervisor's Name	Dr. Maria Smith			
Principal Supervisor's Email	msmith1@pgcps.org			
School Vision & Mission				
Vision	The vision of Valley View Elementary School is that of a “SCHOOL OF EXCELLENCE” where students soar academically, socially, and emotionally. We envision a school where the staff works collaboratively and enjoys the benefits of a collegial atmosphere that allows them to change, grow, and develop both professionally and personally.			
Mission	The staff of Valley View Elementary School will provide all students with the opportunity to acquire knowledge as well as to develop skills and work habits through higher level thinking, a			

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challenging rigorous curriculum, motivating, and engaging instruction that inspire them to set high standards for themselves, which will enable them to become both valuable and productive members of their society. Frequent monitoring of progress, high expectations, continuous home-school communication, and a warm, positive school climate will enable all students to achieve high levels of academic performance and positive growth in social-emotional behaviors and attitudes. We accept our responsibility to achieve these goals as effectively and efficiently as possible.

Our mission is to:

Meet the needs of all students

Increase student achievement

Sustain positive relationships

Support parents as partners

Ignite a love of learning

Offer a safe and orderly environment

Nourish each other with encouragement

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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 Student Attendance/Discipline Chronic absenteeism has steadily increased over the last three school years and would decrease with the implementation of incentive programs geared toward the promotion of regular and consistent attendance. Attendance will be regularly monitored with concerns addressed by the classroom teacher, school counselor, administration, and the pupil personnel worker.</p>	<p>By June 2020, the APEX report will indicate a decrease in chronic absenteeism by 5% from 25% in June 2019 to 20% in June 2020.</p> <ul style="list-style-type: none"> ● TSI Group: Students with disabilities (2% decrease) 	<ul style="list-style-type: none"> ● Attendance will be regularly monitored. ● Use of attendance letters and referrals to the School Instructional Team (SIT).
<p>2 MCAP ELA/DRA Students in grades 1, 3-5, the FARMS students, and SPED population have demonstrated inconsistent growth over the past 3 years. Reading on or above grade level in first grade has been inconsistent . FARMS students reading on or above grade level in first grade has decreased. Students knowledge of</p>	<p>By June 2020 administration of the MCAP ELA, students meeting or exceeding/expectations will increase by 5% in Grades 3, 4 and 5 (each grade level)</p> <p>In Grade 3 from: 41% to 46% In Grade 4 from: 34% to 39% In Grade 5 from: 46% to 51%</p>	<ul style="list-style-type: none"> ● To build teacher pedagogy the Reading ILT will facilitate collaborative planning, professional development, and provide guided reading instruction support ● Interventions will be implemented using Leveled Literacy Instruction in order to support the teaching and

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

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	<p>the variety of reading strategies available will be supported with on-going pedagogical support through collaborative planning, learning walks, professional development, coaching and modeling, and the implementation of Leveled Literacy Intervention (LLI).</p>	<ul style="list-style-type: none"> ● TSI students with disabilities will increase their performance by 1% on the MCAP. 	<p>learning process.</p> <ul style="list-style-type: none"> ● The Title I Resource Teacher will provide support and interventions with small group instruction and identified reading resources such as: Waterford, and MyOn. ● To build teacher pedagogy the Reading ILT will facilitate learning walks, model reading strategies and skills ● 5th Grade Classroom Teacher utilizing Title 1 funds will be purchased to ensure 5th grade achievement
<p>3</p>	<p>MCAP Mathematics/opportunities & Access There has been a limited focus on mathematical remediation which has led to a consistent decline in all grade levels and inconsistent growth in a variety of subgroups on the MCAP math assessment. With focus on rigor, students will develop the innate ability to apply the Standards of Mathematical Practice (SMPs) as they are provided opportunities to reason, model, demonstrate perseverance, and construct viable arguments leading to an increase in performance on the MCAP math assessment.</p>	<p>By June 2020 administration of the MCAP math, students meeting or exceeding/expectations will increase by <u>2</u>%</p> <ul style="list-style-type: none"> ● TSI students with disabilities will increase their performance by 1% on the MCAP. 	<ul style="list-style-type: none"> ● Purchase a research based math remediation and enrichment program. ● Identify time weekly to ensure the implementation of intervention to identified students. ● Math ILT will provide focused support to increase student learning and build teacher pedagogy.