

**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.

<b>School Profile</b>			
<a href="#"><u>Deerfield Run Elementary School Performance Plan</u></a>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	Deerfield Run Elementary	1435	<b>TSI: Students w/ Disabilities</b>
<b>School Address</b>	13000 Laurel-Bowie Road Laurel, MD 20108		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	Pre-K thru Grade 5		
<b>Principal's Name</b>	Mary F. Wall-Fewster		
<b>Principal's Email Address</b>	mary.wall@pgcps.org		
<b>School Phone Number</b>	(310)497-3610		
<b>Principal Supervisor's Name</b>	Dr. Ava Tasker-Mitchell		
<b>Principal Supervisor's Email</b>	ava.taskermitchell@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Deerfield Run Elementary School will create a safe and comfortable environment where ALL students and staff develop a sense of themselves. Staff and students will be challenged to become risk takers so that their potentials can be realized. Students will be engaged in activities that encourage them to explore, create, and communicate with the support and encouragement of the entire Deerfield Run Community. Students will have the social and academic knowledge to be ready to enter a college or be career ready when they exit high school. We can accomplish this mission best through a strong partnership between the home, school, and community in a safe and orderly environment, where high expectations have been set and modeled through highly effective teaching and instructional leadership.		

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

**School Performance Plan At-a-Glance**  
**Executive Summary**  
**SY19-20**

<b>Mission</b>	To create highly competitive students that are able to compete globally in the 21st Century.

**School Performance Plan At-a-Glance  
Executive Summary  
SY19-20**

<b>Identification of 3 Priority Challenges, SMART Goals, &amp; Focus Area Identification</b>		
<b>Identify Prioritized Challenges Statements</b>	<b>SMART Goal</b>	<b>Focus Areas</b>
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p><b>1 DRA/MCAP ELA/ATTENDANCE</b> Students are making limited gains in reading over the past three years because some staff do not have the necessary training for small group reading instruction. Attendance in the SPED subgroup may have also contributed to our limited gains.</p>	<p>70% of kindergarten, first, and second grade students will be on or above grade level as measured by the Spring 2020 DRA.</p> <ul style="list-style-type: none"> <li>● <b>TSI Group: Students with Disabilities (10% increase from the baseline data)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development in Guided Reading and small group reading instruction.</li> <li>● Monitoring of small group instruction, running records, and anecdotal notes.</li> </ul>
<p><b>2 MCAP Math/KRA/ATTENDANCE</b> Student scores are flat in mathematics over the past three years because staff are resistant to following the outlined CFPG. Students entering kindergarten are not demonstrating readiness in mathematics. Attendance in the SPED subgroup may have also contributed to our limited gains.</p>	<p>Students in K-5 will demonstrate a 20% growth when comparing Math Pre-SLO scores to Math Post-SLO scores.</p> <ul style="list-style-type: none"> <li>● <b>TSI Group: Students with Disabilities (10% growth)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development on the sequences/use of the CFPG.</li> <li>● Professional development on creating common unit assessments across grades.</li> <li>● Monitoring of student data on common assessments, quarterly benchmarks and performance tasks.</li> <li>● Monitor 4 Star program for math fluency.</li> </ul>
<p><b>3 WIDA ACCESS</b> There is a significant number of students with a proficiency of 3.5 to 4.4 that have not exited the ESOL program</p>	<p>70% of students in grades one through five in ESOL will meet their target growth or target proficiency level on the 2020 administration of ACCESS.</p>	<ul style="list-style-type: none"> <li>● Professional development on can-do descriptors.</li> <li>● Focus ESOL groups in the area of writing and speaking with an</li> </ul>

**School Performance Plan At-a-Glance  
Executive Summary  
SY19-20**

		<p>TSI: 70% of dually identified ESOL and Special Education students will meet their growth or target proficiency level on the 2020 administration of ACCESS</p>	<p>emphasis on academic vocabulary.</p> <ul style="list-style-type: none"><li>• Continue after school ESOL program, Imagine Learning.</li></ul>
--	--	--	---