

School Performance Plan At-a-Glance

Executive Summary

SY24-25

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 School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP 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		School Code	School Designation
School Name	ELEANOR ROOSEVELT HIGH	2114	Community - No
School Address	7601 HANOVER Pkwy, GREENBELT, MD - , GREENBELT MD 20770		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	09 - 12		ATSI - No
Principal's Name	Portia Barnes		Sustainability - Yes
Principal's Email Address	Portia.Barnes@pgcps.org		
School Phone Number	3015135400		
Principal Supervisor's Name	Isley, Nicole		
Principal Supervisor's Email	Nicole.Isley@pgcps.org		
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.		

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; M easurable; A chievable; R ealistic; T imebound	Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)
1-Math The goal is to increase proficiency level on the Geometry MCAP from 11.88% scored on the Alg 1 MCAP in SY 24 by 4 points to 15.88% by the end of SY 25 on the Geometry MCAP.	The change idea is for teachers to consistently engage students in an Exit Ticket that addresses a reasoning based question or task.
2-English Language Development The goal is to increase the percentage of the MLLs on the annual ACCESS test from the previous year's 29% to 32% by the end of SY25.	ELD teachers will use explicit vocabulary instruction scaffolding to promote student learning at the Lexical Level.
3-	
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	
<p>ELD teachers will use explicit vocabulary instruction scaffolding. These strategies will apply across 4 WIDA domains: speaking, listening, reading, & writing. Teachers will break vocabulary instruction into 3 parts:</p> <ol style="list-style-type: none"> 1. Parts of speech 2. Syntactic in sentence use 3. Paragraph writing <p>These strategies will apply vocabulary across WIDA domains: speaking, listening, reading, and writing.</p>	