

# 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	ROBERT GODDARD MONTESSORI	1417	Community - No
School Address	9850 Good Luck Rd, Seabrook,MD - , Seabrook MD 20706		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	0PK - 08		ATSI - No
Principal's Name	Deatrice Womack		Sustainability -No
Principal's Email Address	Deatrice.Womack@pgcps.org		
School Phone Number	3019183515		
Principal Supervisor's Name	Fossett, Kristil Deshawn		
Principal Supervisor's Email	kfossett@pgcps.org		
Vision	To be a beacon of Montessori excellence in Prince George's County, empowering students to thrive academically, socially, and emotionally in a supportive and inclusive environment that honors individuality and cultivates a lifelong love for learning.		
Mission	To nurture independent, curious, and compassionate learners through authentic Montessori principles and foster a diverse community where each child's potential is embraced and celebrated.		

**School Performance Plan At-a-Glance**  
**Executive Summary**  
**SY24-25**

<p style="text-align: center;"><b>SMART Goals</b></p> <p style="text-align: center;">(A targeted aspiration that serves as the focal point for collective improvement efforts.)</p> <p style="text-align: center;">Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;"><b>Change Idea (strategy)</b></p> <p style="text-align: center;">(A specific, actionable idea or technique that school teams will use to address the <b>SMART</b> Goal.)</p>
<p><b>1-Math</b></p> <p>Math SMART Goal:</p> <p>Specific: By the end of the 2024-2025 school year, 80% of Grade 3 students will demonstrate proficiency in reasoning and modeling (3.R.1, 3.M.4) as measured by formative assessments, with a particular focus on improving their understanding of fractions and measurement (3.NF.A.3, 3.MD.C.7).</p> <p>Measurable: Quarterly formative assessments, exit tickets, and end-of-year MCAP performance will measure proficiency. Progress will be tracked monthly using data from quick quizzes and exit tickets on reasoning and modeling tasks.</p> <p>Achievable: Teachers will implement visual models, facilitate Math Talk, and incorporate real-world problem-solving scenarios in math lessons. Professional development will be provided to support these strategies.</p> <p>Relevant: Improving reasoning and modeling aligns with the school's focus on building critical thinking and problem-solving skills, as well as closing gaps in key content areas like fractions and measurement, based on the evidence analysis from student performance.</p> <p>Time-Bound: Progress will be reviewed at the end of each quarter, with a final evaluation by June 2025.</p>	<p>Use of Visual Models  Math Talk and Problem-Solving  Real-World Problem Solving  Differentiated Math Centers  Scaffolded Word Problems  Focus on Mathematical Vocabulary</p>
<p><b>2-RELA/ELA</b></p> <p>ELA SMART Goal:</p> <p>Specific:</p> <p>By June 2025, 85% of Grade 3 students will demonstrate proficiency in reading</p>	<p>Small-Group Reading Instruction  Vocabulary Building  Foundational Skills Review  Comprehension Strategy Instruction</p>

**School Performance Plan At-a-Glance  
Executive Summary  
SY24-25**

<p>comprehension (RI.3.2, RL.3.2) and foundational reading skills (RF.3.3) through regular formative assessments and running records, focusing on understanding informational and literary texts.</p> <p>Measurable: Proficiency will be tracked using bi-weekly running records, comprehension exit tickets, and quarterly reading benchmarks. Improvement will be measured by an increase in comprehension test scores and fluency rates.</p> <p>Achievable: Teachers will implement small-group reading instruction, comprehension strategies like summarizing and inferring, and foundational skills practice. Targeted professional development in comprehension strategies and fluency building will be offered.</p> <p>Relevant: This goal addresses the identified gaps in reading comprehension and foundational skills from the evidence statement analysis, supporting the school's commitment to closing literacy gaps and ensuring students are reading at grade level.</p> <p>Time-Bound: Progress will be reviewed quarterly, with outcomes assessed in June 2025.</p>	<p style="text-align: center;">Use of Leveled Texts</p>
<p><b>3-Attendance</b> SMART Goal for Attendance in a PreK-8 School: Specific: Increase the overall attendance rate for PreK-8 students to 95% by the end of the school year. Measurable: Monitor attendance rates monthly and track improvement using daily attendance data from the school system. Achievable: Implement strategies such as parent engagement sessions, reward systems for students with perfect attendance, and targeted support for students with chronic absenteeism. Relevant: Improving attendance will support academic success, increase student engagement, and align with the school's mission to foster a positive learning environment. Time-bound: Achieve the 95% attendance goal by June 2025, with interim check-ins at the end of each grading quarter.</p>	<p>Engage families and students by creating an attendance improvement program that includes incentives, regular communication, and personalized interventions for students with chronic absenteeism. Implement tiered interventions such as home visits, counseling, and parent meetings for students missing more than 10% of school days.</p>
<p><b>Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</b></p>	

**School Performance Plan At-a-Glance  
Executive Summary  
SY24-25**